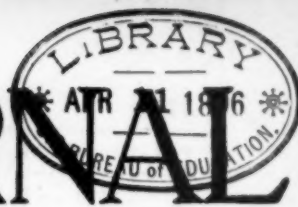


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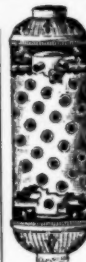
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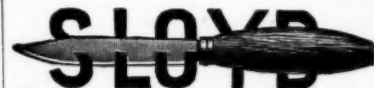


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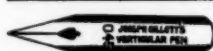


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## Vital Relations of Studies in Human Development.

By W. N. HAILMANN.

The liberation of the individual will is the ultimate aim of educational work. It implies as the ultimate aim of human learning the knowledge of man in his origin, his history, his relations to environment, his constitution, his destiny. The first law of educational method requires that every educational measure stimulate the child's soul to self-active life. Three phases are involved in self-activity: the stimulus which, entering consciousness and the memory, results in knowledge; the attitude assumed by the mind towards this mental income, resulting in purpose; and the steadfast outward following of such purpose resulting in achievement.

The active unity of these three,—“head, heart, and hand,”—constitutes life harmony, and secures the integrity of the mental act which begins in experience, is established in thought, and bears fruit in active life conduct. The process of mental assimilation does not end with apperception; it needs for completion a deeper process in which the apperceptual gain becomes an integral factor in the outward life of the mind-heart of man in deeds of creative self-assertion. The second law of educational method requires that educational measures respect and secure this harmony.

Yet the laws of self-activity and harmony alone might lead man astray, unless in every purpose there lives the divine spark of love or benevolence. It is possible to develop strong, self-active individual character, possessing clear knowledge of things, and utilizing these in an energetic, fruitful, and subjectively harmonious life—yet devoid of love turning life back into channels of mere self-preservation or greedy self-accumulation. Out of this gehenna of egoism only love can save man, which teaches him, in altruistic fervor, to serve his neighbor and kindles in his soul devotion to the ideals of humanity.

These three,—self-activity, harmony, benevolence,—constitute the three primary laws of method or, rather, the three phases of the one law of method which requires that *every full educational measure shall stimulate into self-active life the entire being in harmony with benevolent-purpose.*

A similar organic unity connects the branches of human learning which, singly and collectively, owe their value to the light they throw upon the life of man and of humanity, or to the control they give him over his environment for the purposes of his enlarging life. Each lower one in the hierarchy of sciences (mathematics, physics, chemistry, geography, biology, sociology, etc.) serves to explain its higher and derives its justification from this fact.

This becomes still more evident when we substitute for the names of the sciences the names of the things with which they deal. Thus in the analysis of form, number considerations mark every step. The laws of matter and motion must remain a mystery but for the solvent power of number and form applied to the analysis of physical and chemical phenomena; and, in the application of these laws to the concerns of practical life, number and form alone afford safe guidance in the manipulations and arts that deal with matter and energy. Similarly, a knowledge of individual life and its environment is indispensable in studying the kinships of life, both sociological and historical; and these in their turn, throw light upon the substance and meaning of man's highest aspirations in art, philosophy, and religion.

Before entering upon detailed consideration of problems in the application of these relations to the educational development of the child, it is desirable to appreciate the difference between the so-called *developing* and *didactic* methods of instruction. Didactic instruction is primarily synthetic, and deductive, beginning with general statements and established systems; developing instruction, on the other hand, is primarily analytic,

beginning with particular things and reaching by processes of induction the statements on which didactic instruction rests. Didactic instruction fills the memory, its pupil is receptive and imitative, the stress is on the subject of instruction; developing instruction, on the other hand, stimulates self-activity, its pupil is self-assertive and creative, the stress is on his environment and experience and on his control of these. Didactic instruction adds to the experience of the individual that of the race, lifts the individual out of local into universal environment, out of social into sociological life, out of empiricism into science, out of interest into aspiration. Developing instruction, on the other hand, supplies the pupil with points of apperception for the assimilation of didactic income, establishes the habit of testing this income in practical applications.

It appears, therefore, that the two methods, far from being antagonistic, are supplementary of each other. Without the vitalizing influence of developing methods, didactic instruction fails of its purpose, transmits only the husks of knowledge, oppresses and arrests life, and is liable to leave man stranded upon the shoals of mere erudition. Without the wealth of data and breadth of outlook derived from didactic instruction, development is likely to go astray, to be starved into self-conceit or wrecked on the reefs of a narrow empiricism. Instead of speaking of two methods, it would be preferable, therefore, to speak of two phases of one and the same rational, progressive, or organic method.

Even the nursery uses didactic expedients in the adjustment of environment. Still more pronounced is this in the teaching and telling, showing and guarding of the kindergarten and primary school. We should not, however, lose sight of the fact that in nursery, kindergarten, and primary school, didactic exercises are in the service of development; also that this development is primarily individual and social, although with a growing tendency toward universal and sociological phases; that it is firmly rooted in the child's experience and environment, yet steadily moving towards the freedom of science and art; that it relies for spontaneous fervor on the pupil's interests which, however, steadily deepen into the freedom of aspiration. Later on, in high school and college, these higher tendencies become dominant factors in further development, and the life and work of the pupil rests with increasing clearness on recognized law, on science and art, and on the dictates of an enlightened and liberated will.

It is well, then, to distinguish two great periods of instruction in which the developing and didactic methods successively predominate: the *elementary* period, embracing the kindergarten and the first six years of school life; and the *scientific* period embracing the last two years of the grammar school, the high school, and college. During the first period the child deals mainly with things closely related to his environment; he approaches his subjects from the side of the things with which they have to do, and not from the side of their scientific abstractions,—studying, number, form, language, etc., rather than arithmetic, geometry, grammar, and the rest. Moreover, he will, at first, be interested in these things only in connection with the living things with which they are associated in his sympathies and purposes in the play-work of his life. Yet it is desirable that he should with reasonable speed learn to feel an active interest in the fundamental abstractions of number and form, at least, which furnish him the keys to independent research and creative efficiency.

The kindergarten, appreciating these considerations, brings the child from the start into vital intercourse with other children because these appeal most keenly to his sympathies. Through these it interests him in objects of nature and art, and in the living things concerned in his games. With the help of playthings which emphasize in their construction fundamental relations of number and form, it enables the child to express his ideas and to achieve his purposes in a half material, half pictorial symbolism which leads him to make them direct objects of his concern. Thus the kindergarten, on the one hand, holds the child fast in the most complex and spiritual relations of humanity, leading his life

gently towards free, intelligent co-ordination in benevolence with these interests; and enables him, on the other hand, to reach speedily the simple fundamental abstractions which he needs in the control of his environment for the prosperous unfolding of the spiritual side of him.

From the kindergarten the child passes into the primary school with all his life interests intensified, eager to learn, to love, and to do. He is prepared to take a direct interest in number and form; still, however, from the analytic side and with constant practical application of his discoveries to concrete purposes in measuring, drawing, modeling, and other manual work. At the same time the increasing complexity of his number work renders the material symbolism of blocks and beads, as well as the pictorial symbolism of simple drawings quite cumbersome, and he turns to the conventional symbolism of ciphers with the sense of relief that comes from increased freedom and power.

From the kindergarten the child has brought sympathetic interest in plants and animals, and is prepared now to observe more systematically, to record his observations, and to give intelligible accounts of his work in drawing, coloring, and in the conventional symbolism of written characters. Much is to be gained at this time by the cultivation of a school garden and by excursions into the surrounding country, for the establishment of a vital basis for the consideration of the environment of life, leading the child's interests towards physical geography and related branches as specific subjects of study, and for the further unfolding of the child's social tendencies and of his interests in the occupations and institutions of men. Throughout this period the material of the kindergarten enables the school in exercises akin to art to touch the deeper springs of creative self-activity and benevolence in connection with every subject of instruction. These exercises, much strengthened of late by sloyd and other forms of manual work, afford the children rich opportunities for individual and social efficiency.

During this period the differentiation of subjects progresses quite rapidly, extending to number, form, natural history, drawing, writing, reading, and language. Other matters are still involved in general interests and in applied work in the enumerated branches. Physical and chemical phenomena are connected with life environment in nature study, and at the same time afford material for arithmetical and geometrical problems. Geography, too, is still largely involved in nature study and in anecdotes and readings meant to extend the child's horizon and to stimulate historic and scientific interest. Sociological subjects remain latent in the practical life of the child, but may be led toward differentiation in games and plays, in the social co-ordination of school exercises, and in suitable talks and readings.

The transition to the grammar school is significant. Increasing stress may now be placed upon didactic modes of procedure. In a number of subjects the child is prepared to follow deductions from ultimate scientific statements and to assimilate vitally "the recorded knowledge of the race." He may now approach subjects from their scientific side; to study arithmetic and geometry instead of number and form, grammar instead of language, botany, and zoology, geography and physiology instead of life and life environment; in music, drawing, and writing, instruction may now be based on technical principles and progressive sequences. Sociological and psychological subjects, however, remain in the elementary stage; the same is the case with the physical and chemical sciences. The latter afford excellent material for inductive work in experimentation and for the stimulation of inventive genius. Manual training in workshop and laboratory should remain connected with the general development of the child, and should apply chiefly to the solution of practical problems in which the hand plays a part. It should, however, move steadily on the side of knowledge towards science, on the side of utility towards the industries, and on the side of creative self-expression towards art.

Hitherto the child has dealt chiefly with his direct

environment, experiences, and achievements. In the grammar school he learns to assimilate, consciously and systematically, the experience of others, accessible to him only through avenues of mutual sympathy; his individual experience now expands into the experience of his time and race.

After the grammar school course the young people are prepared to take up some specific occupation in life or to enter upon a course of further training in the high school or in a technical school. Strictly, the period of education as a systematic effort to guide character development is at an end. Such development indeed still goes on as an important concomitant of the work, but the chief concern of these schools is to furnish the students such additional knowledge and skill in a systematic form as may be of value in the chosen calling, or indispensable in the pursuit of the special studies required for proficiency in the liberal arts or professions for which the college is to furnish special preparation.

Washington, D. C.

(Synopsis of Paper read at Jacksonville, Fla., N. E. A. Department of Superintendence.)

## Non-Social Ideals of Character.

By CHARLES DEGARMO.\*

The greatest need of our time I apprehend to be a reconstruction of our theory of character. Our prevailing ideals were formed when society in this country was, so far as environment is concerned, in its most primitive state. The people were all practically pioneers. Even at the beginning of the present century only some three per cent. of our population were in cities, and even these so-called cities were little more than towns or groups of villages. This being the case it is natural that our conceptions of character should be based upon primitive conditions of society, which in our great municipalities no longer exist.

To-day an ideal city represents a system of reciprocal activities, duties, concessions, and benefits, while the country in its original rural state, is still a place for independent, and, in the economic sense, non-social living. The essential idea of pioneer and rural life is isolation, independence, and in many important respects non-responsibility for others; that of the city is reciprocity, co-operation, mutual responsibility. Social co-operation in a city is a necessity for health, comfort, and prosperity; in the country its chief end is companionship.

At the present time, nearly a third of our population is concentrated in cities, while it may safely be affirmed that practically all the unsolved problems of popular government have their seat in these places of congestive population. New York and its environments contain more people than there were in the thirteen colonies at the close of the Revolution. Yet even in these vast centers of population the ideals of a primitive community still prevail, for the dominant conception of character in this country is that of an essentially non-social individualism. This condition of the popular mind finds its explanation partly in the fact that the European ferment during the seventeenth and eighteenth centuries drove the strong, independent character out of that continent into the wilderness of the new world. Here the essentially primitive conditions that prevailed for 250 years developed all the initial non-social instincts among the strongest members of a strong race. It is not denied that this spirit has been an important influence for good in our past history, though its evils, as seen in the states' rights doctrine, have been manifold, yet to-day we find no orator to praise, no poet to sing the glories of this spirit when brought under the conditions of our urban life. The story of our city government is one of inefficiency, rapacity, and fraud. In the city, individualism means mobs and riots in the slums; in higher classes, it often means the abandonment of the public interests to those who wish to direct them to private ends.

The effect of conceptions of character is seen in the

\*From *The Citizen*, April, Philadelphia, 1896.

attitude of the non-social man toward the public welfare. He demands all sorts of personal privileges for himself, and as readily grants them to others. It is all one to him if one man chooses to keep a cow and another a saloon. If the water supply be foul or inadequate he seeks to protect himself by buying a filter or by bringing water from a spring. It is only in such cases as that which recently rose in Duluth, where typhoid fever threatened to decimate the population, that the public spirit is ultimately aroused to action and the spirit of corrupt individualism checked. Primitive morality pities the beggar, but acknowledges no responsibility for removing the conditions that give rise to beggary. It refuses to be taxed for public improvements, but allows private corporations to batten on public extortion. It resists compulsory education in the name of individualism; it annuls the efforts for reform by the few; it displaces civic patriotism in the form of co-operative labor for the general welfare by a national patriotism in the form of enthusiasm for war. What more striking example of this fact could we have than the recent manifestation of this spirit in Congress?

So long as our present non-social ideals of character prevail first in the school, and later in the community, so long will our municipal reforms prove to be both ineffectual and transient. They are brought about through the infinite labor of the few, only at the next election to relapse into the former state. As in the cities there is the greatest need for these reconstructed ideals of character, so in the cities, with those powerful agencies, school, pulpit, and press, there are to be found the best opportunities for realizing them.

*Swarthmore College, March, 1896.*

### Duty of the Common School.

As educators, as friends and sustainers of the common-school system, our great duty is to prepare these living and intelligent souls; to awaken the faculty of thought in all the children of the commonwealth; to give them an inquiring, outlooking, forthgoing mind; to impart to them the greatest practicable amount of useful knowledge; to cultivate in them a sacred regard to truth; to keep them unspotted from the world, that is, uncontaminated by its vices; to train them up to the love of God and the love of man; to make the perfect example of Jesus Christ lovely in their eyes; and to give to all so much religious instruction as is compatible with the rights of others and with the genius of our government,—leaving to parents and guardians the direction, during their school-going days, of all special and peculiar instruction respecting politics and theology; and, at last, when the children arrive at years of maturity, to commend them to that inviolable prerogative of private judgment and of self-direction, which in a Protestant and a republican country, is the acknowledged birthright of every human being.

(From a lecture by Horace Mann on "An Historical View of Education.")

### New Light on the Brain.

By S. MILLINGTON MILLER.

(CONTINUED.)

Whatever may be the nomenclature, it is by the division and subdivision of these protoplasmic elements that such a thing as cell growth is possible. Wherever any so-called ultra-physical process is to be performed there these cells exist.

I may describe the brain in general terms as consisting of a cortex, or rind, and of contents. The former is made up of gray matter, and the latter of white nervous fibers. These fibers cross and recross, connecting cells in all parts of the rind with other cells elsewhere. Meynert states that there are 600,000,000 gray-matter cells in the rind of the normal human brain.

The fibrillar prolongations of the rods and cones of the retina (see Figure 2) end by contiguity in these multipolar or spindle cells, as they are called, and in them begin the fibers of the optic nerve by contiguity. The

fibres of this same optic nerve end in similarly shaped and constituted cells in the corpora quadrigemina and so on. Similar cells form the so-called motor centers in this same cortex, or rind, of the brain. These motor cells are connected on the one side with the sense cells by fibers and on the other side by fibers with the "end plates" or central nuclei of muscular fibers all over the body.

Retinal cells, and sense cells, and motor cells, and muscle cells, are therefore practically in one continuous channel of communication.

The entire path of communication between the retina of my eye upon which the exquisite beauty of the wild rose washes in waves of light, or of the touch buds on the inner surface of my fingers and hand through the sense and motor centers of the brain and down again from there to whatever muscles are naturally brought into play,—this entire system of communication is practically one continuous channel.

The simplest illustration that I can fancy is to liken this pathway of nervous force, or nervous electricity, or whatever it may be, to a long and threadlike canal, which, we will say connects one of the great lakes whose shores are lined with cities and lumber camps and tin and iron mines with the distant sea. At certain points this canal widens into a little lake as it passes through some large city. Possibly there may be two such expansions in its course, where there are locks which change the water level of the canal, and great quays and docks from which the commerce of the city is distributed. And after leaving the second city and that lake-like expansion of its waters, the canal winds its long way through fields and woods and past villages until it empties into the tide water of some sea-bay, where there may be a considerable maritime port.

The inland lake is the outside world. From its shores our sensations throng, just as do the ships, and land their cargoes on the wharves of the city (the retina of the eye, or the touch buds of the finger), where the canal (the optic nerve, or the nerve of sensation) begins. And the canal boats, the carriers of freight, just as our optic and auditory nerves are carriers of sensation, having received their freight pursue their course to the first city, (the center of sight, or sensation in the brain). Here the cargo is perhaps changed or modified in some way, and the course is resumed (the fibers of connection between sense and motor centers) until the second inland city (the motor center in the brain) is reached. Here the cargoes which in each case correspond to the electrical impulse above referred to, and which are changed at each place just as its energy is modified at sense and motor centers,—here the cargoes are changed again, and typical of the wave impulses of command which carry orders from motor centers down to the muscles of hands or feet, the boats begin their last voyage to the sea.

These canal boats may carry a load of metal to the first inland city for the looms which are made there, and at this city receive a load of such looms for a great mill which is being enlarged in the second city, and from that city take in still a third cargo of carpets or prints to be loaded into the hold of a trans-Atlantic steamer at the sea. Thus it can be shown that the medium which carries the vision of the rose until it ends in the contraction of the muscles of the fingers and hand which pluck and lift that rose to the nose to smell is one and the same from beginning to end, but that its mode of action is modified at four distinct points, just as the cargo of metal which is loaded at the lake port differs absolutely from the cargo of carpets and prints which is transferred to the hold of the ocean greyhound.

It will thus be seen that the entire extent of the axis cylinder (tube) of the fibers and contents of the cells consists of plasmic and semi-fluid material admirably adapted to carry electrical sensations from the surface through regulating or modifying centers and so out again to the periphery.

#### FUNCTION OF CELLS.

It may be inferred from what I have written that what we know as "volition," "thought," and "perception," take place in the central grey-matter cells of the cortex of the cerebrum. The simplest function of such cells

is that performed by them in the reflex centers of the spinal chord. If I sit down upon a chair from whose seat a pin is projecting, the sensation of pain is carried to my brain along one of the fibers of the spinal chord. But the same sensation is carried at the same moment to a reflex center in the spinal chord, from which a message goes out instantly causing the muscles of the lower part of the body to contract and lift me out of the chair. Much the same office is performed by those cell centers in the cortex to which the optic nerve carries the sight of a falling brick. The reflex of this causes the threatened portion of my body to be immediately removed from the path of the falling object. It is easy to understand this reflex action to be a purely mechanical one, by which an impulse of sight is simply changed at the centers into an impulse of command or muscular contraction. But those processes by which we reason from our perceptions of sights and sounds and by which a complicated thought or series of thought is deduced are not by any means so easily explained. Still, we have the fact to assist us in the inquiry that whatever does actually take place, either originates in one of these cells or is evolved by the associated action of a number of them.

#### FUNCTION OF FIBERS.

The afferent fibers which carry sensations to the sense-centers in the cortex, and the efferent fibers which connect those centers with the protoplasmic elements (end-plates) of the muscles differ only in their capacity to transmit impulses in different directions. The first from the periphery to the center. The second from the center to the periphery.

The experiment has been tried of denuding the skin of the tip of a rat's tail, and suturing this denuded tip to the center of the rat's back. As soon as this tip heals in place the base of the tail is severed from the

motion outwards, and *vice versa*. It is therefore plain that these microscopical nerve fibers bear exactly the same relation to sensations of sight, or hearing, or pain, and to orders consequent upon such sensations, as does the wire to the electric current which it carries equally well in both directions. (See Fig. 7.)

#### FUNCTION OF CEREBRAL MIDLANDS.

I have employed this word *midland* to designate the space between the terminal fibers of *neurons* and the branches of *dendrons* or between the *brush* and the enclosed cell—the interspace through which the nerve wave passes.

This plan of interposing serum or connective (and conductive) tissue between nervous, venous, and arterial filaments is conspicuous throughout the body. Nowhere in that body is it as necessary a part of the physical economy as in the brain, whose structures are so exquisitely sensitive.

This structural scheme is patent in the ear where the impulses of sound, beating against the drum, vibrate through the waters of the endolymph and are caught up by the tiny hair cells of the cochlea and organ of Corti. Again in the eye the waves of color and shape pass in rays through the vitreous and aqueous humors of that organ, and are continued and elaborated by the rods and cones of the retina into a form proper for nervous transmission.

It is thus brought to pass that powerful external stimuli lose much of their shattering or rending qualities and gain in *timbre* and fineness.

Nor is this connective medium—at once condensing and refining—discoverable only in the end-organs of sense.

Wherever the fibers of *neurons* end and those of *dendrons* begin here is this same medium through which the nerve wave must pass. So that we may conceive of this nerve wave as a constant sublimating metamorphosis.

#### FUNCTION OF MUSCULAR CELLS AND FIBERS.

In order to produce that effect which is known as muscular contraction, it is necessary that a sudden or stronger impulse shall be sent out through the axis cylinder of the nerve. Regular and constant vibrations in this nerve conductor paralyze a muscle in time, or *inhibit* its powers of movement. This principle is exactly the same as that which takes effect when a person who lives right beside a noisy railway loses in time all appreciable sensation of its sounds by their constant continuance; or as a person who sits in the room with a steadily ticking clock becomes unconscious of its ticking. It is this principle also which is employed by the hypnotiser who produces inhibition or paralysis of sense centers by causing the eye to be constantly concentrated upon a brilliant or rapidly moving object until the regularity of sense impulses lulls the sense center to sleep.

As regards the fact itself of muscular contraction, the leg of a beetle has been placed in the field of a microscope and the contraction of its muscles rendered visible to the human eye. In this way it has been found that that process which goes by the name of muscular contraction consists entirely in a change in the relation which the protoplasmic elements of the muscle bear to each other. A long and thin fiber being changed by a rhythmical wave of so-called contraction into a short and thick fiber. Originally each protoplasmic constituent of the fiber was long and thin, and nervous excitation has rendered each short and thick. (See Fig. 9.)

#### PECULIARITIES OF THE CEREBRAL CIRCULATION.

The cavities within the ventricles of the brain are continuous with that surrounding the spinal cord. So that when the blood is drawn in unusual quantities to the brain the cerebral fluid escapes through the foramen of magendie. And by its pressure upon the reflex centers of the spinal cord (producing contraction of the muscles of the trunk and extremities) drives still more blood to the head.

(TO BE CONTINUED.)

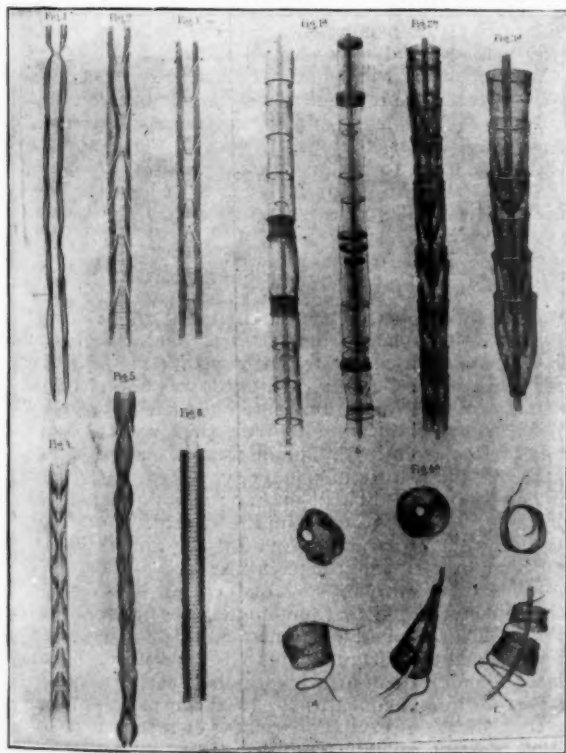


FIG. 7.—NERVE FIBERS. fig. 1.—Nerve fiber from sciatic nerve of dog. fig. 2 and 3.—Nerve fiber from sciatic nerve of rabbit. fig. 4.—Bichromatized fiber. fig. 5.—Fiber from spinal cord of heifer. figs. 1a, 2a, 3a.—Fibers bichromatized or treated with nitrate of silver. fig. 4a.—Sections of fiber. (After Camillo Golgi.)

rat's body. When this raw base is irritated the rat has the same sensations of pain there as it did when its tail was normally connected with its body, and what is more, it is now the broad end of the rat's tail which curls up. In other words, the nerve fibers of this tail which first carried the sensation inwards now carry the order for

## Arithmetic.

(A Memory.)

By MABEL ELLERY ADAMS.

I have been trying lately, to look back over my child life and see how I learned arithmetic, how a knowledge of numbers and their relations came to me.

The first thing that I can remember is that I knew how to "count," to ten I think; but I did not count objects, I only said the words, over and over again, as fast as my vocal organs would allow. Then, one day I had some pieces of candy and suddenly I found myself counting them, "One, two, four, three, five." My mother interfered, saying, "That is not right, one, two, three, four, five." "But," I objected, "three sounds like more than four." For a long time she labored with me, when she told me to "count." I said "one, two, three, four, five," but when she told me to "Count the candies," I made my mistake again, whether through obstinacy, stupidity, or inability to comprehend, I cannot say. She succeeded in making me count the pieces of candy correctly at last, and I cannot remember that anything else connected with numbers ever puzzled me again until I was eleven years old.

The next memory is of an occurrence when I was four. One morning at the breakfast table, I said: "I know how much twelve and twelve are—twenty-four." "Who told you?" was asked, and I answered triumphantly, "I found it out, because twelve and one is thirteen, and thirteen and one is fourteen, that is twelve and two, and fourteen and one is fifteen, that is twelve and three, and fifteen and one is sixteen, that is twelve and four, and sixteen and one is seventeen, that is twelve and five," and so on until I reached, "and twenty-three and one is twenty-four and that is twelve and twelve."

A great and overwhelming desire to measure came next, a year or two later I should think. I can remember that at bed-time one night I secretly resolved to rise very early the next morning and count the steps along the front of our yard, down both sides and across the back, and I did it too. The yard contained an acre, and when I announced my figures to my father, who, of course knew the exact measurements of the boundaries, he took pains to measure my "steps" as I called them, and I heard him tell my mother that I must have kept my count very accurately. In speaking about the matter he said that a certain boundary was "so many foot long," and the next day I got one of his old boots and measured it with a piece of paper which I cut into a strip the length of the boot and carried it to my father as "a foot." My mania for measurement continued until I had measured everything in the neighborhood that admitted of measurement. I measured the tea in the chest, the sugar in the barrel and the oats in the grain chest. A vivid memory of spilled groceries, and oats and shorts inconsiderately mingled in one bin to the consternation of a certain chore-boy enables me to fix my age as five and a half. I filled empty cans and bottles with water and then poured the water out into pint and quart measures. I understood about pints, quarts, and gallons very early, because we had a cow and sold milk. She was a cow with a record to keep up and so there was a good deal of talk in the household as to how much she "gave."

The next remembrance is of a delight in putting numbers together and separating them, not numbers of things, but what I now designate as abstract numbers. I can remember that one day I suddenly seemed to know that three and four were seven and then that five was one more than four, and that the one which I had put on to my four had been taken away from the three, leaving it two, and so two and five were seven. I can remember lying in bed and thinking out the various facts in number to eight and if I shut my eyes I can see just how a certain patch of yellow sunlight looked on the white wall opposite my bed on the summer evening when I discovered or realized that if five and three were eight, I had only to turn them around and say "three and five are eight," and then I knew something else.

In all this thinking I thought the words. I knew how to make figures, having learned from the calendar, but when I thought about numbers it was always the sound of the words which I thought, that is, I said the words *one, two, three*, etc., to myself, but never did a mental picture of either the figure or of a number of objects present itself to me. I am as certain of the truth of this statement as I am concerning occurrences of yesterday.

I think I must have stopped my working out of the combinations and separations of numbers after I had dealt with eight.

Counting backward is the next thing that I remember. Some one asked me if I could count backward and gave me an illustration going from twenty down to one, and for days and weeks this counting backward was in my mind constantly. If I thought of a number, if I heard a number spoken of, I wanted to begin at that number and count backward. Then a desire to count by twos (forward) took possession of me and by-and-by it came to me that counting by twos meant adding two every time. I tried counting by threes, but did not get beyond fifteen usually. I knew that the number beyond fifteen was eighteen; but eighteen reached by threes seemed unaccountably hard to me, although reached by twos it was play, and twenty-one the next step seemed more than difficult, unattainable in fact. To this day, in rapid addition, the combination of eighteen and three, twenty-eight and three, etc., brings a swift, fleeting memory to me of my early difficulty. I cannot explain this and I cannot describe the impression which comes and vanishes as I put the numbers together, but I am distinctly conscious of it.

I learned to count by fives one afternoon when my brother spent an hour in teaching me to tell time and I can remember that the rhythm of thus counting by fives fascinated me so that for days I bored all the members of my family by button-holing them, separately or collectively, and compelling them to hear me count by fives to a hundred, to two hundred, to —, I don't know where I ended, but I know that this counting by fives led me to inquire how far numbers "went," and I got hold of an idea of "thousands, hundreds of thousands, millions, billions, trillions." One night a great desire came to me to count to a million, by ones, and I lay awake until some fabulously late hour (for me) counting, and had gotten somewhere into the tens of thousands when I lost my count.

(TO BE CONTINUED.)

Manual training is commonly believed to be something new. This is far from the fact. Germany had at least one well rounded system of manual training some thirty years before George Washington was born. Since the time of the Reformation there have been few pedagogical writers who have not given the subject direct and favorable attention. The history of manual training threads the history of pedagogy.

It would not be a difficult matter to show that manual training is the oldest agent in the education of man. Nature, the earliest teacher, found it her almost exclusive device in evolving the creature who thinks, at a time when there were no so-called culture studies, no books to convey their text, no language to make books needful. That we at this day may modify the agencies which evolved the early man, is to be admitted. That we may abandon them utterly is to imply the assumption that heritage bequeaths the total accretion of race-growth. Man is of earth and must ever return to earth for his recurring impetus.

Neither is manual training new in American schools. The typical plant of secondary grade finds its forerunner in Woodward's school at St. Louis. Since the establishment of that institution in about 1872, nearly all the large cities of this country have equipped secondary schools on a similar basis. California is in the forefront of this movement. The Throop Polytechnic of Pasadena and the Lick school of San Francisco are typical except as they exceed the type, in their thoroughly modern equipment and theory.

WALTER J. KENYON.

## Letters.

### Thomas Arnold as Taskmaster.

It has been often remarked that Dr. Arnold was not held in high esteem in England as an educator, though he seems to have a good rank in America. This is explained by the late Dean Lake. He tells us that the students at Rugby were on a fearful mental strain; Dr. Arnold was a remorseless task master; the lessons were long and he demanded perfect accuracy:

"Some of the ablest of Arnold's pupils have often expressed to me their strong sense of the physical harm that it did us. Arthur Clough was certainly one of the most remarkable; he broke down in health very early, and died when he was scarcely forty, and I well remember his saying to me emphatically some ten years before that there was no standing the pressure of the work which he had gone through at Rugby; and another equally eminent Rugby player used to remark, laughingly, that it 'took a Rugby boy ten years to recover his health, both physically and intellectually. I have always myself thought that the boys who derived the most unmixed good from Rugby were the mass of well intentioned, rather idle boys, such as the author of 'Tom Brown' delights to depict, who carried with them the remembrance of Arnold's character into their after life."

This means that those with conscience killed themselves through the effort to realize the demands Dr. Arnold made on them. Here is a side of the teacher's character that needs attention. Of a gentleman in charge of a private school in this city, it was said, "He was made of iron and forgot his pupils were not."

New York.

A. N. S.

### Longfellow's Evangeline.

The story which Longfellow has put into pathetic verse had a foundation in fact. There was a girl named Emmeline Labiche, an orphan adopted by an Acadian woman named Bordat; when sixteen years old she was betrothed to Louis Arceneaux; both resided in the village of St. Gabriel; their banns had been published in the church. Louis was compelled by the English to go on a ship with other Acadians and was carried to Louisiana. Emmeline and others were carried to Maryland. After quite a period Madame Bordat set out to join the other section which was the largest. On arriving at St. Martin, La., it was found that Louis had married another girl; this inconstancy broke the heart of Emmeline and she soon was deposited in a grave under an oak tree near the little church. Visitors carry away moss from a great oak tree in front of the hotel in St. Martins; it is called Evangeline's Oak because her patience and resignation after the separation from Louis made her appear like an angel.

This story Longfellow must have heard, for Madame Bordat was a very influential woman in St. Martins, and told the story to her children and grandchildren. One of the latter wrote a book called "Reminiscences of an old Acadian," taking down Madame Bordat's words. Louis seems to have disappeared from all recollection; he left St. Martins on the arrival of Emmeline, and no further statement is made concerning him.

It has seemed to me, Mr. Editor, that England owes some apology for the destruction of Acadia. As it will not be done by the nation will not the English school children unite and raise a marble shaft on the site of the village, saying, "We, the school children of England raise this shaft to testify our regret at the destruction of the village of Grand Pre."

New Orleans.

EDMUND PLACE.

### News, Etc.

It is an important thing in my judgment to get some idea of the movement of the world into the heads of the older boys and through them into the heads of the younger boys and girls. In this way the cheap novels are recognized as cheap, for a man will choose news to novel and so will a healthy boy. I confess much of the news is ephemeral, yet it serves its purpose; something must be read to fill the boys' heads for the time being.

My plan is to take two periods in the school for news,—sometimes three. This depends on the account of time at our disposal. These periods are not over fifteen minutes and may not be over five; depending on the news. It is all done with a rush and with snap.

First, the boys and girls look up news items, and here I may say that all sorts of things come up, even jokes. I give an idea below of several.

"Who are ready with news?" I ask; "Rise." I select from those standing, say ten—never taking all. Sometimes I call them to the stage, this when I mean to drill them to face an audience, if only news is my object, I say:

"Smith, begin."

The Republicans of New York are anxious to have Levi P. Morton nominated for the next president. (If I have time I here say, "Tell us about Mr. Morton.") Having finished he sits down.

"Next, Brown."

There seems to be a good many Republicans who want McKinley; South Dakota prefers him.

"Next, Miss Curtis."

Joseph Chamberlain in a speech in London favored having a tariff. (I ask why this is important.)

"Next, Miss Ogden."

France and Russia do not approve of the advance of the English.

"Next, Cassidy."

Mark Twain is in Bombay and has written a new work and sold it for \$50,000.

"Next, Waters."

Thomas Hughes, author of "Tom Brown at Rugby," has lately died.

"Next, Miss Cole."

Congress is still debating the recognition of Cuba.

"Next, Slocum."

A young man enters a hardware store and presents a letter, the proprietor reads, "This person has worked hard; he began life barefooted." That is nothing; so do all of us, no one is born with shoes on.

"Next, Cole."

A letter written by Edgar A. Poe, asking for a loan of \$5, which was refused him, has lately sold for \$25.

"Next, Swanstron."

A letter of Dickens, referring to the death of Thackeray sold for \$250.

There are many hands raised, but eight numbers employed, and as business is pressing, I say:

"Next program."

The bell strikes and the proper class marches out. There is a secretary who keeps names of speakers and subjects.

When I wish to give more time the ten will be called to the stage and they will face the rest of the school; the one at the right begins, and when he has finished steps back a couple of feet. Pupils are allowed to question to get more complete information. The great advantage is that it gives the pupils something to think of beside the petty things of their environment.

New York City.

H. B. FISK.

In THE SCHOOL JOURNAL for week ending Feb. 15, I saw an editorial article on Horace Mann, and a note suggesting that the public schools everywhere should celebrate the hundredth anniversary of his birth on May 4. I have decided that my schools shall prepare to celebrate the day by appropriate exercises at the opera house.

T. B. HARTLEY, Supt of Schools.

Ressemer, Mich.



### WEATHER PROPHETS CONSULT.

Prof. N. A. Turalist has found the April weather too severe a strain on the prophetic judgement of his lonely Peepers and has added several experts. Consultations are held twice a day, and the artist of the *Fliegende Blätter* shows how much thought is expended to make predictions in April.

## Editorial Notes.

THE SCHOOL JOURNAL is proud of the honor of having been chosen as the medium through which the National Union of Teachers of England and Wales extends to the vast body of American teachers its hearty greetings. The great significance of the cablegram printed in the present number will at once appeal to the hearts of all friends of the cause of education. May this expression of good-fellowship be a means of binding American and British educators more closely in mutual respect and brotherly love. THE JOURNAL believes to voice the sentiments of the teachers of this country by returning to the N. U. T., through the general secretary, Mr. Yoxall, M.P., most heartfelt thanks for the fraternal message of cheer, and by extending to them the highest wishes for their success.

The educational journals of the country, the teachers' associations which will convene in the next three months, and the National Educational Association, are particularly requested to circulate the greeting of the representative body of the teachers of England and Wales.

*The Schoolmaster* is commended as the best medium through which to reach the 32,500 members of the Union. Its distinguished editor, Mr. I. J. Macnamara, is an energetic and enthusiastic worker for the promotion of the interests of that organization and one of its most honored officers.

On page 329 in THE JOURNAL last week will be found a note of the meeting of the N. U. T. held during this present week, at Brighton.

A voluminous letter from a subscriber discusses the question whether simply testing the knowledge the pupils have is testing his (the teacher's) labors. He insists that no man can come in and ask pupils a few questions in arithmetic and geography and then rightly declare they have not been well taught. There is some truth in this; if the examiner goes over the ground the teachers have gone over, for example common fractions, he can ascertain the kind of teaching the pupils have had, a good many things about the teacher's mental characteristics, and the way the pupil has spent his time, and the profitableness or unprofitableness of his intercourse with the one selected as his guide. The teacher must be able to show something definite as the result of the pupil's being in his society from four to six hours per day. It ought to result in a considerable acquirement of knowledge.

Vassar college gives the Barringer prize to Miss Ruth Mann because she is the "best student in the graduating class who is the daughter of a physician." The founder requires two conditions; it is not enough to be the best student.

About a hundred years from now—it may be two hundred—the people will have learned that the person who possesses the power to mold youth aright is the greatest of all. To influence to a noble life—that is indeed great. Just now we are thinking of scholarship in the teacher and the pupil. Even now a good many are beginning to doubt the free school system. The halls of Congress and state legislatures are full of men who have what the free schools have done for them, and there is more rascality to the square acre than ever

before. Whatever the parents may do, the teachers must nourish the spirit that makes Right the most sacred thing. The school-room must be dedicated to a fearless admiration of what is Right, True, and Beautiful.

Walking through some school rooms with a principal, he remarked of a prepossessing lady standing behind a desk with a book in her hand and evidently asking questions—"A figure head." In another room, a lithe little woman was behind the desk, and it was plain the principal was pleased to be in this room; he expected praise for all that was done. "Best of the whole lot." Certainly she had her class well in hand. It was in history; they discussed the administration of George Washington. One led off, then another; the themes were on the blackboard and when one was finished another was taken up. "Only one who studies teaching can do things like that," we asserted; we hardly remember a word that teacher said; the class did it all.

An agency that does an extensive business in locating and re-locating teachers was lately asked, "How is it that — is out of a place yet?" And the reply was, "We don't deal with failures if we can help it."

This gentleman had been in charge of an important school, had failed of a re-election, but after pressure of friends was allowed to retain his place for another year; then took another less important post from which he retired at the end of the year, failing to make a good impression. Then he took up canvassing and gave that up and turned to the agencies to get back again into the school-room. This particular agency gave its view of the case; it classified — as a "failure." It may not be known, but it is a fact that agencies are mortified if their men fail. They don't like to keep a man on their books of whom they have doubts. They are the keenest readers of teaching ability. If they suspect a man is a failure they lose interest in him; they hear with pleasure that one of their selection has made a good success.

But as to the "failure;" how bad it is in the village or small town if it is currently believed a man has achieved this distinction!

### Leading Events of the Week.

Dr. Conan Doyle goes to the Soudan as correspondent of the *Westminster Gazette*.—A big Cuban expedition being equipped at Key West; Pinar del Rio burned by insurgents.—Bismarck celebrates his eighty first birthday (April 1).—Commander Tucker takes command of the American branch of the Salvation Army.—State Excise Commissioner Lyman, of New York, completes his staff of assistants.—M. M. ("Brick") Pomeroy reported dying at his home in Blythebourne, L. I.—France declares that England is slighting the powers in the Soudan campaign; the sultan's mandate was not procured, though Egypt is an Ottoman dependency.—Clara Barton at Pera superintending the distribution of aid to the starving Armenians.—A counterfeiter residing at Frankfort, N. J., caught in New York city; he is said to be the cleverest counterfeiter in the world, as he made U. S. notes with a pen.—The house adopts the senate's resolution for the recognition of the belligerency of Cuba, by a vote of 245 to 27.—Walter G. Dygert, of Illinois, who is confined in a Spanish prison in Cuba is to be released.—It is said that the young king of Serbia is anxious to marry an American heiress.—American athletes take the lion's share of honors at the Olympic games at Athens.—Ex-President Harrison married in New York to Mrs. Dimmick; Governor Morton and several members of his old cabinet present.

## Editorial Correspondence.

## FINAL NOTES.

Florida has suffered greatly from the cold weather of 1895; the injury was limited almost wholly to the orange trees, but the pineapples were also hurt. These were becoming an important production. In many places the orange grower has abandoned his grove because it will require three or more years to put it in bearing condition again. Meanwhile he can raise no crop for which he can obtain money, though he can raise most of the food his family may require. While this state of things is really deplorable it will eventuate in good.

It is remarkable that Florida produces so much and sells so little. Abundance of tomatoes are raised, yet the tourist is served with those from cans brought from New Jersey. Pears from California were eaten at Waldo, and yet the landlord said his hogs had eaten a thousand bushels from trees of his own. If the question is asked why these were not put into cans and sold, the reply will be, We have not got to that yet." Orange marmalade from Scotland is found in every grocery store, because the Florida farmers have not got to canning that yet. Beef comes from Chicago; eggs from Georgia, Kentucky, and Ohio. There is no finer lumber for doors and windows than cypress, and it is abundant here, and yet doors and windows are brought into the state from New York and Michigan, a thousand miles away. The furniture is all made at the North. The state buys a half million dollars' worth of fertilizer, and yet the state is rich in the main elements employed in making the fertilizer.

These are but a few of the many evidences that show that the farmers of Florida must develop the resources which lie about them in a crude state; they must not only raise oranges, but everything else possible that they consume. There is not a more elegant article than preserved limes and grape fruit, and of these Florida might have the monopoly. A great deal might be said as to the means by which the people of Florida could make the resources at hand yield a handsome return, but the above will indicate the trend of my thought.

Is Florida a desirable state to live in? I am often asked this question by teachers who are broken in health and who feel that the essential thing is a milder climate. I have met with a large number of men and women who have come here under compulsion, no longer able to battle with the rigors of the northern winters, now apparently in good health, and who have not only maintained themselves, but have accumulated property. As to teaching, the opportunities are not good and the salaries are small. The school years are short, from five to eight months. The business to which most turn is the raising of oranges. Now is a good time to purchase groves at a wonderfully cheap price. Cases abound where a man has sold annually 1,000 boxes of oranges, realizing, clear, one dollar per box, and who will sell out house, grove, and all, for a few hundred dollars. It may be thought that there is a risk of another freeze, but the risk is not greater than occur in all other branches of business.

For those who are thinking of such a move Orange county is attractive, and Major Beeks, county superintendent of schools, residing at Orlando, will courteously reply, I am sure, to all inquirers. I mention this county

not because there are not other good points, but (1) it is far enough south not to be touched by frost except in very extraordinary cases; (2) it is an old and well-settled country. The Manatee region has fine orange groves, but, as they were not touched with the frost, they are held at a higher price than those referred to. For those thinking of engaging in some out-of-door occupation for health's sake the opportunities in Florida are immense.

The reason this country is favorable to recuperation is that a person may be out of doors every day of the year, and it is sunshine and the free air that in conjunction with hygienic conditions give health.

Let it not be supposed there are no drawbacks; while the heat is not so intense as it is on our very hot days at the North, yet summer begins here in April and lasts till October; it is the long continued hot weather that prostrates. In September, the ground saturated with water from the frequent rains, steams with moisture and in a moist atmosphere a degree of heat oppresses that would not be complained of if the humidity was less. In some parts the insects war unceasingly with humanity; gnats and mosquitoes find the climate good for them.

Florida, as a rule, has a good population; I mean a fairly intelligent and neighborly people. There are sections where a Northern man would find uncongenial surroundings, but these would come, not from opposition to him as a Northern man, but because each looks at life so differently; just as a man, going to France or England, would find people uncongenial though they might be as highly cultivated in their way as he. There is in some sections a suspicion of Northern people, just such as I found in sections of California against Eastern people. I remember when in Fresno, Cal., I made a complaint to a hotel keeper that clean sheets had not been put on the bed of the room assigned me. "Where are you from, stranger?" I told him I hailed from New York. "I thought so; you fellows from the East worry our lives out of us."

But there is a steady influx of Northern people, and some sections are wholly northern; but one with the cosmopolitan spirit will have little difficulty. Florida was strongly Confederate in the "late unpleasantness," and one meets with remnants of the armies that opposed. Maj. Russell, ex-superintendent of public instruction, won his title in the war. He was a truly eloquent and able official and lovely in his social life. I noticed that he took pains to refer to his services in every speech; it was a ready means of gaining access to the hearts of his hearers. Opposite me at the table has sat for many days one of the most successful officers of the "blockade runners" that troubled us so much during the war. I have been deeply interested in his reminiscences. Walking on the wharf, a laborer saluted with, "Good morning, Colonel." He had been in the war, was mustered out with a single dollar and had been at work here ever since. These men never obtrude their part in the great conflict; as a rule the Confederate veteran was and is more ready to accept the situation than he who was not an active participant; they are companionable and patriotic.

I must not close without alluding slightly to the negro question. Those who believed in educating the negro along the same lines precisely as the whites were educated have been led to recast their opinions. The

social, family, and industrial life is at war with their uplifting. They must be taught how to live, how to work, and how to own property. Their life in one-room cabins, their ignorance of trades, the lack of association to enable them to buy property on the installment plan, are more in the way of their progress than their ignorance of the three R's. While I would not diminish their school opportunities, I would have the white people associate (1) to encourage the enlarging of the cabins in which the negroes live, so that the young people should have their own sleeping rooms, and all not be huddled together; the mission work of the church and schools would thus not be destroyed; (2) to maintain trade and industrial schools—in these Southern towns there should be a training school for servants especially; (3) to induce the blacks to buy land and build houses of their own, building and loan associations are needed.

All these would have to be started and directed from the benevolent point of view. It is this encouragement and direction that the blacks need enormously.

The spring has now (April 1) almost fully arrived; the tourists from the southern parts of the state are flocking to Jacksonville; in two weeks the great body of them will have departed; but a few will remain until May. The weather is now like our late June or early July season; the trees are fully leaved out; the roses in bloom and the mocking bird ceaseless with his song.

A. M. K.

Jacksonville.

#### To House and Feed the N. E. A.

BUFFALO, N. Y.—The city is already making arrangements for entertaining the N. E. A. An attendance of 15,000 teachers is expected, and while Buffalo has extensive hotel accommodations they will fall far short of the needs of the convention. Hon. Jacob Stern, the chairman of the hotel and entertainment committee, has placed the matter before the citizens. It is the aim of the committee to entertain the N. E. A. so that the city will be remembered as "First in entertainment, first in accommodation, and first in the hearts of its visitors."

#### Educational Baths.

BROOKLINE, MASS.—The "Good Citizens" class were recently addressed by Supt. S. T. Dutton on the subject of "More Beautiful Schools and Schoolhouses." Mr. Dutton said:

"No one can overestimate the influence of environment on a little child: This influence should, at least, make for health, and would imply at least sanitation, good light, and fresh air. And yet we are often behind in even these. To these the speaker would add another, the opportunity for a bath. A very large proportion of the pupils in the city schools come from homes in which there is no convenient provision for their being bathed. Such should be furnished in the school. And yet there are only two schools in New England, to-day, where this is possible. One of these is here in Boston, and one is in Hartford.

"The average citizen may think this an unnecessary luxury, at first, but it is a respect in which this country is far behind Europe. There is no country in the world where such provision is universal, but there are many schools in England where baths are furnished, while in Sweden and Norway it is even more common. In Stockholm, Sweden, the speaker himself had examined one group of schools, at which 2,000 pupils attended, where the conveniences were so ample that every one of these 2,000 was bathed once in two weeks. There must be a healthy physical foundation on which to build."

[Supt. Dutton must have forgotten that school baths have been introduced into the Fayette street school in Lynn, Mass.]

The death of Dr. Sylvanus A. Ellis, for seventeen years superintendent of Rochester's public schools, is announced. Dr. Ellis was born in Steuben county in 1829, began teaching at the age of nineteen, and afterward took a course in the University of Rochester. He was superintendent of the Rochester schools from 1869 to 1876, and from 1882 to 1892. During his superintendency a number of reforms were instituted, including the introduction of music, physical culture, drawing, and the kindergarten system.

Dr. Ellis was president of the New York State Teachers' Association, and was well known in educational circles by his contributions to literature and his addresses before the associations of the state and the National Educational Association.

#### Spotted Infancy.

A teacher in the primary school of a Western city recently read to her pupils "The Old Oaken Bucket." After explaining it to them very carefully, she asked them to copy the first stanza from the blackboard and try to illustrate it by drawings, as the artist illustrates a story. Pretty soon one little girl handed in her book with several little dots between two lines, a circle, half a dozen dots and three buckets.

"I do not understand this, Bessie," said the teacher. "What is that circle?"

"Oh, that's the well," was the reply.

"And why do you have three buckets?"

"Oh, one is the oaken bucket, one is the iron-bound bucket, and the other is the bucket that hung in the well."

"But what are the little dots?"

"Why, those are the spots which my infancy knew."

#### Standing by the Schools.

The Methodist Conference at Philadelphia said:

"We pledge ourselves to unyielding devotion to our public schools. We are utterly opposed to any division of the public school funds. We cannot afford to let them fall a prey to designing politicians. We must stand by them and secure their integrity at all hazards. It is the public school that receives and digests the great mass of foreign and foreign-born children, and I believe that the public school stands only second, and a doubtful second, to the church, in the influence extended to make good Americans of this great mass that comes crowding to our shores.

"Woe to the day when we have separate schools for the rich and the poor. Let the Romanist, the Methodist, the Episcopalian, all mingle together on the playground, and learn to know and respect the opinions of each other, and counsel together in this great arena of commonality through which the American people come into a homogeneity that would otherwise be impossible."

#### To Support Good Rural Schools.

BOSTON, MASS.—A bill has been reported by the committee of education which permits towns with a valuation of \$250,000 to draw from the state school fund a sum not exceeding \$2 per week, for actual time of service of each teacher approved by the state board, and employed in the public schools. This sum is to be added to the salary of such teachers, provided the amount paid by the town for salary be not less than the average salary paid to teachers in the same grade for the three years preceding; the total compensation to each teacher shall not exceed \$10 per week. This is an attempt to help support good schools in the decaying rural towns.

#### Salaries Go Up Higher.

SOMERVILLE, MASS.—A sliding scale of salaries has been adopted for the public school teachers. The high school teachers receive an annual increase of \$50, and the maximum salary of the kindergarten teachers is fixed at \$600 per year, instead of \$500.

A resolution was adopted which may prevent Somerville losing so many good teachers, through offers of higher salaries in other cities. This resolution provides that whenever any district committee and the superintendent are unanimously agreed that the services of any teacher are particularly valuable, she may be retained by an increase of salary not to exceed fifty dollars.

#### "Tattling" in Schools.

SPRINGFIELD.—The recent decision of the supreme court in which a pupil who was expelled from school because he would not inform on another pupil, has given rise to considerable discussion on the subject of tale-telling.

Formerly pupils were trained to look out for the misdeeds of others and report them; now the practice of tattling has fallen into disfavor and few teachers in the city ask pupils to "tell" on one another.

There is a tendency among primary pupils to tell tales, but this practice is rebuked, and by the time the pupils reach the second grade it is usually outgrown. The common belief among Springfield teachers that asking pupils to tell on one another is bad policy, and is almost certain to cost the teacher the respect of the pupils.

#### A Journal for Pedagogic Pathology and Telepathy.

The child study movement in Germany has opened a new field of pedagogic literature, and a large number of valuable contributions have already been published. A journal for pedagogic pathology and telepathy in home, school, and social life is among the most recent fruits. Its title is *Die Kinderfehler* (faults of children), edited by J. L. A. Koch, M. D., director of an insane asylum in Wurtemberg; Chr. Ufer, rector of the Reichenbach schools in Altenburg; Zimmer, D. D., Ph. D., professor of theology at Herborn; and J. Trueper, director of an institution for the education of abnormal children at Jena. Among American educators who are contributors to this journal are:

Dr. Elmer E. Brown, professor of pedagogics in the University of California; Dr. Herman T. Lukens, professor of pedagogics in Clark university; Will S. Monroe, docent in Leland Stanford Jr. university; and Dr. Frank McMurry, dean of the Buffalo university school of pedagogy.

Among distinguished European contributors most of whom are well known to readers of THE JOURNAL, we notice:

Dr. J. Sully, professor of philosophy in the University college of London; Dr. Th. Ribot, professor of philosophy in the Collège de France and editor of the *Revue Philosophique*; Dr. G. E. Shuttleworth, formerly medical superintendent of the Royal Albert asylum for Idiots and Imbeciles in London; Paola Lombroso, of Turin; Dr. J. Sikorsky, professor of psychiatrics in Kiev; B. Peret, of Paris; Th. Ziehen, M. D., professor of psychiatrics in Jena; Dr. M. Lazarus, professor of psychology in the University of Berlin; Rev. W. D. Morrison, of London; Dr. W. Rein, professor of pedagogics in Jena; A. Mosso, professor of psychology in Turin; J. Malirewsky, M. D., and Katharina Malirewsky, M. D., of the medico-educational institute at St. Petersburg; L. Arreat, of Paris; Dr. Adolph Baginsky, professor of child pathology in the University of Berlin; L. Ferriani, of Como, Italy; Rev. O. Flugel, co-editor with Professor W. Rein, of the *Zeitschrift für Philosophie und Pädagogik*; etc.

The editors hope that their journal may, in the course of time, develop from one devoted to the study and cure of the faults of children to a journal for child-psychology in general. For the present it is to aid in the best possible manner those who have to deal with the faults of children's souls in home, school, educational institutions in general, medical practice, etc.

The following extract from the introduction to the first issue of the new journal will give an idea of the motives that actuate the editors and the scope of the plan they have mapped out for themselves:

"Our journal is a festival gift in honor of the 150th anniversary of the birth of Pestalozzi. What the self-sacrificing friend of humanity has intuitively illustrated in his romance, 'Lienhard and Gertrude,' that we will strive to take possession of as a valued heritage: recognition of the defects of our people in body, mind, and disposition, and improvement of the same through a more healthful education of youth."

"Also with regard to the way we will hold fast that rule of his which is universally recognized by the didactics of the present: 'Perception is the absolute foundation of all knowledge.' Hence we will not primarily go to text-books, of psychiatrics, nor to those of pedagogics, nor theological books, to learn the faults of children. We will begin with the actual observation of abnormal children, to sketch out pictures of such problematical individualities, to investigate the sources and development of their faults, and then to try to clear up and solve, with the aid of the various sciences here concerned, the conundrums that are thereby obtained; a way which, as is known, is also followed in and recommended by investigating medicine."

#### International Congress on Psychology.

Director Chr. Ufer announces in *Die Kinderfehler* that the third international congress on psychology will be held at München, Bavaria, August 4-7. Everyone interested in the promotion of psychology is invited to attend. The addresses and discussions may be presented in either German, French, English, or Italian. Addresses must be announced before May 15, and a brief synopsis sent to the secretary of the congress. The subjects must be confined to either of the four departments: (1) Psycho-physiology, (2) psychology of the normal individual, (3) psycho-pathology, (4) comparative psychology.

The following subjects are suggested:

*Hypnotism*, doctrine of suggestion, normal sleep, dream life—*physical automatism*, pedagogical significance of suggestion, pedagogical psychology; significance of heredity, phenomena of degeneration; statistics of morality, the soul life of the child; race psychology, and anthropological psychology.

#### More Agricultural Schools.

MONTGOMERY, ALA.—During the last session of the state legislature a bill was passed authorizing the establishment of five additional agricultural schools. Some of the schools are already in operation, but two have not yet been located. The bill provides that the towns where the buildings are located must furnish land or buildings, which, in the opinion of the commissioner of agriculture, are worth at least \$5,000.

#### Teachers Ought to be Prompt—Rules or no Rules.

MILWAUKEE, WIS.—The rules of the schools are that teachers must be on hand at a certain hour in the morning, and when they are late the amount of time lost is deducted from their pay. Recently a teacher who has been in the schools for eighteen years, was late, and 38 cents was deducted from her salary. She figured out the time she had given after school hours, and found it to be six school years. She then sent a letter to the board, asking for three years' back pay, and suggesting that the salary of the other three years be given to some charitable institution. The letter has been referred to the committee on discipline, who will probably let the matter drop.

#### School-Room Decoration Movement.

MILWAUKEE, WIS.—Through the efforts of the Woman's School Alliance and the Public School Art Association, the subject of school-room decoration is receiving much consideration. A lecture course has been arranged, the first lecture being given by Mr. Walter S. Perry, of Pratt Institute, Brooklyn, N. Y. Mr. Perry's lecture was made particularly helpful because of his practical experience in this work.

The New York Times, in commenting on this movement, says:

"School-room decoration cannot be spoken of as a lost art, nor this interest in it as a revival, simply because no approach toward systematic decoration has ever been made. The spirit has protested for expression, and a bottle of growing foliage leaves on the district school teacher's desk,

or the hideous cross with its gigantic rose at the base and its clinging figure poorly framed, to adorn the smoke-stained wall freckled with paper wads—these little touches have been pathetic revelations of the innate estheticism of a hampered taste, and of its groping for material gratification. A country school-house even now will usually tell the story of a hand that might have hung 'The Stoning of St. Stephen' had not it decreed for itself the capacity for responsiveness only to a flower-crowned child or a pitcher of cowslips.

In the city schools the accident of surrounding has altered this a little and instead of a glaring atrocity there is more often a dreary wall, a picture of a university, and an American poet or two, all become landmarks, like the cracks in the floor, and as impossible to describe if removed as are the patterns of one's wallpaper. Into a few of these domains of commonplace desks and wastes of wall have lately come interpreters of environment who have recognized the vital need of training toward 'full stature' and have dared to make the Sistine Madonna equal in importance to declensions and fractions; and a conception is vaguely shaping itself of the importance of the unfolded world outside text-books for the social ciphers soon to become units, who live in the school-room now and for whom 'to look on noble forms makes nobler, through the sensuous organism, that which is higher.' A sense of proportion has come which is arranging capacity for appreciation and reading lessons in their right relations."

#### The Cigarette in Chicago.

The relation of cigarettes and scholarship are being investigated by the principals of the Chicago public schools. The teachers say that the cigarette habit is practiced to an alarming extent, and that those who habitually smoke cigarettes may be detected by their low markings. Thirty principals and teachers seen were decided in their opinion that a low standard of scholarship characterized one who had become an habitual user of cigarettes. One principal declared he could pick them out by running his finger down the merit column.

Of a group of thirteen boys dismissed from the Tilden school seven smoked cigarettes; three admitted they were habitual smokers and had been for more than a year.

The teachers are somewhat at a loss to meet the evil. They realize their inability to lessen the habit without the hearty co-operation of parents. They must banish this vice or it will banish the most promising boys.

#### CHICAGO FINANCE.

Three problems confront the high school committee and high school principals. The high school appropriation for 1897 must be cut \$75,000. This means: Reduction of the teaching force by increasing the number of recitations and the size of the classes; consolidating some of the schools and letting some of the teachers go; sifting out from the high schools one-third of the pupils who are said to be unfit for high school work.

#### DIPHTHERIA IN CHICAGO.

Diphtheria in the Greenwood avenue school resulted in the withdrawal of fifty pupils. The school has been disinfected and fumigated.

Supt. Lane says that the fears of the parents are groundless, that the school could not be blamed for the appearance of the disease.

#### The Discoveries of Science.

"It is susceptible of absolute proof that a ball will run down an inclined plane, and yet how few people there are who know it! An earthen bowl dropped from the roof of a three-story house will, if it strike a stone pavement, be shattered into many pieces. A beanpole, legitimately used, is an instrument of good, yet if it be sharpened at one end and run through a man, it will cause the most intense pain and perhaps produce contortions. The wick of an unlighted candle may safely be manipulated but if you light that wick and thrust your hand into the blaze and keep it there half an hour a sensation of excessive and disagreeable warmth will be experienced. A dozen wrought iron nails may be dashed violently from the steeple of a large meeting house to a brick sidewalk and sustain no injury, but the same experiment with a dozen clay pipes will result differently.

"The effect upon the sidewalk in either case, however, will be the same. You may lie down upon the ground and let a kitten walk over you with perfect safety; but if you put a heavy dray horse in the place of the kitten you will immediately experience a disagreeable pressure. Hasty pudding and milk are a harmless diet if eaten moderately, but if you eat it incessantly for six consecutive weeks it will produce instant death. You gaze with indifference upon a bull when he is placidly eating grass in a pasture, but if the animal becomes infuriated and attempts to assist you over a rail fence with those horns, they immediately become objects of a deep-seated disgust. On the same principle we can easily hold in our arms an infant, and experience delight in doing so; but it would be very difficult for us to perform a similar experiment with a corpulent old gentleman who is in a state of unconscious inebriety, while the delight afforded by the performance in this instance would hardly be worth mentioning. All these things seem wonderful at first blush, but science makes them clear as clear can be."—*Artemus Ward*.

#### Benefits of a College Education.

President Thwing of the Western Reserve university has gathered expressions from large numbers of college-bred men as to the benefit they received from their college course. Their

answers are various to the question, "What is the best thing your college did for you?" President Dwight says it made him "a man of thoughtful life." President Gilman said it "gave him training." Dr. Brooks says it "educated him." One famous editor says he "found out how to study, how to gather information, how to treat it, how to think." Senator Hoar says it gave him "actual learning and moral and mental discipline." President Andrews says it gave him "the ability to work at any time, whether with body or mind," and he counts "this power of hard work among the very best results of a liberal education." Dr. Storrs thinks he got the most benefit from the fine minds of his classmates. And so on through a long list of names eminent in scholarship. "Broader opportunities," "deeper sympathies," "higher mental discipline," "right methods of work," "intellectual stimulus," "opportunity of contact with men of wide culture and high attainments," giving one the power over his own faculties, giving one systematic methods in all things, "giving one opportunity to study men and their ways of thinking"—these are among the benefits the men and women of ripe experience and established fame speak of as derived from their college life.

All acknowledge the superiority of modern methods of study. The university and college have vastly improved over those of forty years ago. The methods of research, the thorough instruction in sciences once thought beneath the dignity of a university course, are now deemed the more important lines of study.

But the real education is the development of one's own powers. All the influences in a university tend toward that. Only the student whose life is aimless, whose ambition is merely to "pass," and who scruples not at the means, goes out from an institution of learning with little or no benefit.

#### Fairfield Teachers Meet.

BRIDGEPORT, CONN.—The supervising principals of Fairfield county met here March 13 for the purpose of forming a "School-master's Round Table." The program discussed was as follows:

1. What constitutes a high school?
2. What should be the work of the last year in the grade?
3. What is and what should be the status of the metric system of weights and measures as a study in grade schools?
4. How can Connecticut improve her plan of licensing teachers?
5. How much definite meaning can be gotten from % marks as applied to a tendance, conduct, daily work, and examinations?

The discussions were summed up by a committee appointed for that purpose and several resolutions adopted. It was resolved "that the marking of attendance, conduct, daily work, and examinations in per cents does not convey a sufficiently definite meaning to warrant its use."

A committee was appointed to report at the next meeting concerning the advisability of making this a permanent organization.

#### Notes and Queries.

F. L.—The dervishes resent the limitation of their activity in the Upper Nile, having been driven inland and deprived of access to the Red Sea, by which they carried on a lucrative trade in slaves. The success of the Abyssinians has inspired them with the hope of getting a seaport. Egypt would soon be overrun by them if the British were not there.

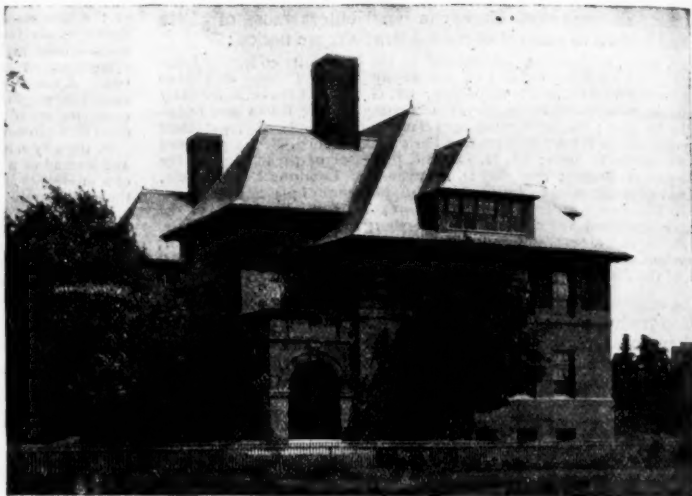
P. S.—The trouble in Kentucky arose from the almost equal distribution of votes between the two parties. The Democrats had 68, the Republicans 58, and the Populists 2.

M. M.—Of the 229,370 emigrants arriving at the port of New York last year, 42,942 above the age of fourteen could not read or write. There are 6,324,702 persons in the United States over ten years of age who cannot read or write.

C. F. L.—With the expiration of Pres. Cleveland's term of office 29 United States senators also end their term; 13 are Democrats, 12 are Republicans, 4 are Populists. The present senate was 43 Republicans, 39 Democrats, and 6 Populists. The Republicans expect to gain 4 at least.

P. R. M.—Thanks for your receipt for sandwiches used at your library entertainment: "Chop the white meat of cold boiled chicken very fine and also a few olives, and mix with mayonnaise; moisten with sweet cream and spread on brown bread with crust removed."

F. C.—There was a foundation for "Blithedale Romance"; in April, 1841, Hawthorne and others went out to Brook Farm in Roxbury, near Boston, to form an ideal community. The experience ended in 1847; in 1850 the property was bought for the use of parties. The original building was burned.



SCHOOL HOUSE, NEWTOWN HIGHLAND, MASS. HARTWELL, RICHARDSON & DRIVER, ARCHITECTS.  
(By permission the A. T. Stearns Lumber Co., Boston, Mass.)

#### Brief Notes of Interest.

The catalogue of the New York University School of Pedagogy for 1896-97 has just been issued. We note that there are fourteen scholarships, yielding to the holders from \$80 to \$250 each a year, offered to students. This shows the true spirit of this institution in its efforts to make teaching a profession and not a trade.

PHILADELPHIA, PA.—The Philadelphia teachers have had a rich feast during the last few days. Col. Parker gave a series of six lectures under the auspices of the Alumnae Association of the Girls' High and Normal Schools, the Civic Club, the Public Educational Society, the Teachers' Institute, the Teachers' Association of Orthodox Friends, and the Educational Club. The subjects were as follows: "Artist and Artisan, Which?" "Child and Nature," "Child and Man," "Attention and the Objects of Attention," "Modes of Expression," and "The Ideal School." On March 27 Dr. Nicholas Murray Butler spoke before the Educational club on "Individualism in Teaching."

CHICAGO.—The board of education has found that pupils have been graduated from the grammar schools and yet are unfit for the high schools. Mr. Thornton says one principal told him that an entire class went out in this way, and he believes that it is a common practice. The question was asked how this escaped the attention of the superintendents. Supt. Lane declared that the principals are to blame, as it is one of their main duties to see that the graduating class is fit for the high schools. In proposing to cut down the cost of the high schools Mr. Brennan showed that the cost of pupils at the high schools varied from \$38 to \$70; in grammar schools from \$18 to \$21.

PHILADELPHIA.—The board of education has adopted a resolution which provides that the holders of a collegiate certificate shall be eligible to any position in the schools of the districts, excepting that of principal. But after one year's teaching, the candidate may be eligible to the principalship of a primary school, and after three years to that of a grammar or consolidated school. It is also provided that when a vacancy occurs in the eleventh or twelfth grade of a boy's grammar school, or in schools having a like grade for boys exclusively, only holders of collegiate certificates shall be eligible to the position.

SIOUX CITY, IA.—Mr. F. C. Hills, of the board of education, says: "The plan of semi-annual promotions, such scholars as may be qualified for advancement, which was adopted last year, has been continued this year with gratifying results, enabling scholars to advance in their school work more in accordance with their natural ability than where one rate of progress is laid down for the whole school-room."

SALT LAKE CITY, UTAH.—The governor has returned to the legislature, without his approval a bill which provides that any institution of learning of a certain grade, possessed of funds or property to the amount of \$100,000 shall have power to confer degrees. Governor Wells thinks that if institutions so meagerly equipped have power to grant degrees it will cheapen degrees and give the state a proportionately cheap reputation.

CHICAGO, ILL.—Professor Beardsley, of the Tilden school, has been recommended by the manual training committee of the board of education as supervisor of manual training schools.

YPSILANTI, MICH.—The state board of education set apart the twenty-eighth of March of each year as anniversary day in the state normal school. The exercises this year took the form of a Welch memorial, in honor of the administration of Adonijah

H. Welch, the first principal. The principal address was given by Prof. Daniel Putnam, and there were other addresses, music, reminiscences, and receptions.

Messrs. Krupp, at Essen, Germany, employ in their steel-works some 18,000 men and women. True philanthropists that they are, and recognizing the importance of providing for their employees a better home-life, a wiser food supply and a more intelligent expenditure of small incomes, they have established and maintain a girls' training school. This "Krupp Training School," as it is called, is considered a model of its kind. Aside from general educational objects this institution aims to give its pupils a practical insight into the things pertaining to the care of the household and the duties of wife and mother. The course in the special branches covers three months and includes purchasing of food, cooking, preserving, and care of provisions, management of the kitchen-garden, washing, ironing, mangling, knitting, darning, and all kinds of housework. In food economy pupils are taught what quantity of materials are required for a given number of persons, and how much should be prepared for each meal. Each pupil is expected to provide for ten others for a number of days. She must weigh out the necessary food stuffs and prepare and cook them. She must keep an exact account of what is used for each meal and the cost and quantities of the several materials employed. At the end of the course each girl preserves her own account book, which makes a valuable guide for reference later in life, in that it tells her how a nutritious and at the same time varied diet may be furnished at a comparatively small expenditure. The girls average about fifteen years of age when in school, leaving it at about nineteen, well prepared to enter upon the ultimate duties of womanhood.

### Announcement of Association Meetings.

April 24, 25.—Northern Illinois Teachers' Association at Ottawa.  
 April 30-May 2.—Northwestern Iowa Teachers' Association at Cherokee.  
 April 30, May 2.—Western Drawing Teachers' Association at Indianapolis, Ind.  
 April 30, May 1 and 2.—Western Teachers' Association at Indianapolis. Newton Reser, Lafayette, Ind., Sec'y.  
 May 14, 15, 16.—Western Colorado Teachers' Association at Salida. J. P. Jackson, Leadville, President, J. S. Kilgore, Salida, Sec'y.  
 May 15.—Eastern Connecticut Teachers' Association at New London.  
 May 29.—New England Association of School Superintendents at Boston, Mass.  
 June 16.—North Carolina Teachers' Assembly at Asheville.  
 June 23.—Texas State Association of Colored Teachers at Corsicana. W. H. Broyles, Hearne, President.  
 June 23-25.—Thirty-fourth annual meeting of the Missouri State Teachers' Association at Pertle Springs. President, J. M. White, Carthage, Sec'y, E. D. Luckey, Ellettsville School, St. Louis.  
 June 24-26.—Thirty-fourth annual meeting of the University Convocation of the State of New York, Albany, N. Y. Supt. Leigh R. Hunt, Corning, N. Y., Chairman.  
 June 30, July 1, 2.—Alabama Educational Association at Talladega.  
 July 1, 2, 3.—Fifty-first annual meeting of the New York State Teachers' Association at Rochester. President, J. M. Milne, Oneonta.  
 July 3-7.—National Council of Education at Buffalo, Pres. H. S. Tarbell, Providence, R. I.  
 July 7-10.—Music Teachers' National Association at Denver, Colo.  
 July 7-10.—National Educational Association at Buffalo, N. Y. President, Supt. N. C. Dougherty, Peoria, Ill., Secretary, Irwin Shepard, Winona, Minn.  
 July 9, 10, 11, 13.—American Institute of Instruction at Bethlehem, N. H.  
 Oct. 14, 15, 16.—Fourteenth annual meeting of New York State Council of Superintendents at Utica.  
 December.—Holiday Conference of the Associated Academic Principals of New York State at Syracuse.  
 December.—Fourth annual meeting of the Association of New York Grammar School Principals at Syracuse.

### Summer Schools.

Martha's Vineyard Summer Institute at Cottage City, Mass. Nineteenth annual session. Beginning Monday, July 13. Elementary course, high school course, academic departments, and a general course in pedagogy and psychology open to all members having any full course ticket. Address Dr. W. A. Mowry, Hyde Park, Mass.

The National Summer School, Glens Falls, N. Y. Beginning July 14. Four departments,—professional, academic, training class, and drill and review. Sherman Williams, manager, Glens Falls, N. Y.

Summer School of Manual Training. Teachers college, Morningside Heights, New York city. July 6 to August 8. Address Charles A. Bennett, Teachers college, New York city.

Bay View Assembly and Summer university at Flint, Mich., July 8 to Aug. 11. Address J. M. Hall, Flint, Mich.

Summer Courses, New York university at University Heights New York city. July 6 to August 14. Mathematics, chemistry, biology, experimental psychology, comparative study of systems of education, Semitic languages, German, French, economics, and physical training. Courses in French and German, experimental psychology, comparative systems of education, begin July 13 and end August 21. The last two courses may be taken as part of the regular work in the School of Pedagogy. Address Prof. Chas. B. Bliss, University Heights, New York.

The Metropolitan Normal Art Summer School at the new building of the University of the City of New York, Washington Square. Four weeks, beginning July 13. Address Langdon S. Thompson, 12 Park street, Jersey City, N. J.

Buffalo University School of Pedagogy Summer School. July 13-24. Address F. M. McMurry, School of Pedagogy, Buffalo, N. Y.

University of Michigan Summer School. June 29 to August 7. Nineteen departments, seventeen courses. James H. Wade, secretary. Ann Arbor, Mich.

Harvard University Summer School. Begins July 3. Address M. Chamberlain.

American Society for the Extension of University Teaching. Fourth summer meeting, at the University of Pennsylvania, Philadelphia. Four weeks, beginning July 6. Arrangements for session of 1896 include Department A, literature and history; B, psychology; C, music; D, science; E, economics and civics; F, mathematics. Address Edward T. Devine, director. 111 S. Fifteenth street, Philadelphia.

University of Minnesota Summer School, Minneapolis, Minn. Fifth Annual session July 26 to Aug. 21. Address D. I. Kiehle, conductor, University of Minn.

Cornell University Summer School July 6-August 15. Address David Fletcher Hoy, secretary-treasurer, Ithaca, N. Y.

Denver Normal and Preparatory Summer School. Third annual session June 15 to July 18. Address Fred. Dick, Kittredge building, Denver, Colo.

Greer Normal College Summer School at Hoopeston, Ill. Address Sec'y Greer, Normal College, Hoopeston.

Lincoln Normal University Summer School. Begins June 15. Address Lincoln Normal University, Lincoln, Neb.

Lake Forest University Summer School at Lake Forest, Ill. Open from June to October. Address Professor Malcolm McNeil.

Catholic Summer School at Plattsburg, N. Y., July 12, to August 16.

New Hampshire College Summer School of Biology. At Durham. July 6 to August 1. Pres. Hon. George A. Watson, New Boston. Secretary, Hon. Joseph Kidder, Manchester.

The Pennsylvania Chautauqua at Mt. Gretna. Fifth annual assembly from July 8 to August 4. The National School of Oratory will make its headquarters at the Pennsylvania Chautauqua this year. Address Rev. E. S. Hagan, secretary, Lebanon, Pa.

Berlitz Summer School of Languages at Asbury Park, N. J. From the first Monday in June to the last Friday in August. Under the management of Prof. N. A. Joly, assisted by superior native teachers. Address till June 1, 1122 Broadway, New York.

The Thirteenth Annual session of the H. E. Holt Normal Institute of Vocal Harmony at Lexington, Mass.

Sauveur College of Languages and Amherst Summer School. Twenty-first session begins July 7, continuing six weeks. Prof. W. L. Montague, director and manager.

The Fairmount Chautauqua, Kansas City, Mo., May 30-June 14. The Beatrice Chautauqua, Beatrice, Neb., June 16-28. The Kentucky Chautauqua, Lexington, Ky., June 30-July 10. The Connecticut Valley Chautauqua, Northampton, Mass., July 14-24. The Mountain Chautauqua, Mountain Lake Park, Md., August 5-25.

National Summer School of Music and Drawing for Teachers. Tenth season, at Plymouth, N. H., July 20 to August 6. Address G. E. Nichols, manager, 13 Tremont Place, Boston, Mass.

Summer School of Art and Science. Edinburgh summer meeting. Tenth session, at the University Hall, Edinburgh, Scotland. Part I, August 3 to 15, Part II, 17 to 29. Address T. R. Marr, Outlook Tower, University Hall, Edinburgh. Dr. Rein of Jena will be among the professors.

Des Moines Summer School of Method. Seventh annual session, in West Des Moines High School building. For Summer School Annual, address, Des Moines Summer School, Des Moines, Iowa.

### Comfort in Travel

is realized in the highest degree on the famous fast trains of the Michigan Central, "The Niagara Falls Route," between Buffalo and Chicago in connection with through trains from the east. Passengers are granted the privilege of stopping off en route at Niagara Falls, or if time will not permit, can obtain from the car windows, or the platform at Falls View the grandest and most comprehensive view of the great cataract. All day trains stop five or ten minutes. For full information inquire of local ticket agents, or address W. H. Underwood, Eastern Passenger Agent, Buffalo, N. Y.

## New Books.

Under the title of *School Interests and Duties*, Robert M. King, instructor in the Indianapolis high school, has written a book full of information and suggestions for all who are connected with, or interested in, the schools, whether parents, teachers, or school officers. This has been developed from Page's "Mutual Duties of Parents and Teachers," from various public reports and documents, and from the bulletins of the national bureau of education. It is seldom that one finds such a helpful and practical book, as this of Mr. King; and the author does not waste words in attempting to convey his meaning. An idea of the usefulness of the book can be obtained from the titles of the chapters, as, duties of parents, duties of teachers, duties of school officers, school architecture, school hygiene, Arbor day celebrations, the dictionary and how to use it, school libraries, school morals, school etiquette, school celebrations and observances, the teachers' institute, teachers' reading circles, pupils' reading circles, the teacher's relation to public opinion, outlines of reading circle work. The author writes on these live topics from personal experience and after thorough investigation. Every teacher should add this book to his library. One suggestion to the author: Jefferson's birthday is April 13, New Style. We see no reason why the Old Style dates should be continued when Washington's birthday is always given according to New Style. (American Book Co., New York, Cincinnati & Chicago. \$1.00.)

*Advanced Elocution*, a book for teachers and students in vocal training, articulation, physical culture, and gesture, by Mrs. J. W. Shoemaker, is the outgrowth of over twenty years' work in the class-room, supplemented by extensive experience on the lecture platform. The book comprises vocal expression, verbal expression, visible expression, and selections for reading and recitation. While the part on vocal expression was prepared by Prof. Geo. B. Hynson, and that on verbal expression by Prof. J. H. Bechtel, the whole work was revised and unified by Mrs. Shoemaker. The principles discussed and the exercises presented have passed successfully the experimental stage, and have been approved by masters of the art. The best of such material as was found in the works of such writers as Austin, Rush, Darwin, Delsarte, Engel, Brown, and others, has been arranged and adapted to the wants of the student of elocution of to-day. Under visible expression are given gymnastics and gesture with many illustrations. The selections are from the best writers in prose and verse and give exercise in various kinds of expression. For the student who has only one text-book this is as good a one as we have yet seen. It should be in the library of every teacher and professional elocutionist. (The Penn Publishing Co., Philadelphia. 400 pp. Cloth, \$1.25.)

### THE SCHOOL JOURNAL.

Established 1870. Published weekly at \$2.50 per year, is a journal of education for school boards, superintendents, principals, and all teachers who desire to have a complete account of all the great movements in education.

We publish THE TEACHERS' INSTITUTE, monthly, \$1.00 per year; THE PRIMARY SCHOOL, \$1.00 a year; EDUCATIONAL FOUNDATIONS, \$1.00 a year; and OUR TIMES (Current Events), monthly, 30 cents a year. E. L. KELLOGG & Co., 61 East Ninth street, New York.

*The Scientific Reader* by Dr. George Theo. Dippold (Ginn & Co.), is a book designed for students in technological institutes who are "supposed to have already acquired a thorough theoretical and practical knowledge" of the German language and grammar. The contents consist of selections from German books on chemistry, physics, geology, geometry, anthropology, the object being to make the students acquainted with the technical terms in German. Sketches and cuts, especially the cut of a locomotive, and biographical notes help to an easier understanding of the descriptions. J. SULZBACHE.

Edward S. Ellis, A. M., the well-known writer of stories and histories, has produced a little volume entitled *Stories from American History*, the first of a series of three books on our history that he will contribute to young people's literature. It is intended for the youngest pupils of history; from these stories they will get an idea of the events, so that when they come to study connected history it will seem easier to them. The language is greatly simplified and the stories told in a style that will interest children. The characters that figure in his pages are Columbus, Penn, Oglethorpe, Washington, Franklin, and others. These are good people for young Americans to learn to admire. The book has numerous illustrations. (A. Flanagan, Chicago.)

With increasing attention pointed towards patriotic and special day observances in the school-room, there comes a need for a literature both suggestive and directly helpful. The first volume in the series of *Thoughts for the Occasion* is devoted to the patriotic and secular days of the year as chosen by law or popular interest, and gives material in the form of short addresses, quotations, and biographical and historical notes. Arbor day covers forty-three pages; Decoration day forty-nine; Washington's Birthday twenty-five; Independence day fifty-four; Emancipation day thirty-two; Flag Raising day thirty-two; Forefathers' day forty-three; Grant's birthday eighteen; Labor day seventy-three; Lincoln's birthday nine; Liberty day fifteen; Orangemen's day ten; St. Patrick's day six; Temperance day forty-seven. The contents of this book will help to fittingly commemorate these occasions. (New York: E. B. Treat. \$1.75.)

The Germania Texts, edited by A. W. Spanhoofd, are intended chiefly for advanced students in universities, colleges, academies, and German-American schools, who wish to make a thorough study of German literature through a medium hitherto inaccessible in the class-room. They furnish in pamphlet form and at a cheap price, important chapters from the works of leading German writers. No. 1 is Bürger's *Lenore* and No. 2 Gervinus' essays on *Goethe* and *Schiller* and *Lessing* and *Herder*. These little books are published monthly. (American Book Co., New York. 10 cents each.)

The brothers Grimm wrote for the children of all lands when they composed their *Fairy Tales*, as they have been translated from the German into many languages. These tales have recently been edited by Sara E. Wiltse and illustrated by Caroline S. King, with a special view to the needs of young children. The second volume, which has recently been issued, has a wider range of stories than the first, and more expanded social relations are indicated, while sympathy with animal life is inculcated. Dealing with matters that hold his interest and in language suited to his comprehension, they will be great aid in increasing the child's knowledge of the world and of language. (Ginn & Co., Boston.)

## The Natural System of Vertical Writing.

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Six Books. Price, 75 cents a dozen. Correspondence Invited.

D. C. HEATH & CO., Publishers, Boston, New York, Chicago.

Part III. of the elementary nature reader, entitled *All the Year Round*, treats of "Spring." The text is by Frances L. Strong, of the St. Paul teachers' training school, and the illustrations, which are numerous and carefully made, by Gertrude A. Stoker, teacher of drawing in the same city. The idea of the author has been to give the material in usable shape, and allow the teacher to use it in her own way, as the methods suggested might, in some places, be entirely out of harmony with the school's needs. However, the plan used in the St. Paul schools is given for the benefit of those who may see fit to adopt it. Of course a large part of the book is devoted to plants, the most common and the most interesting, but birds and animals are also described. The book is brightened by appropriate poems and stories. (Ginn & Co., Boston.)

Shakespeare's delightful poetical comedy *A Midsummer Night's Dream* has been edited for younger students with notes and an introduction by George Pierce Baker, A.B., assistant professor of English in Harvard university. His aim has been to interest young people in the play, and hence many of the notes with which it is usually encumbered are omitted, as they are deemed to be of minor value at this stage. In order to get them interested in the London of Shakespeare's day and show how this comedy suited the mental make-up of the men of that time, a remarkably vivid picture of London life three centuries ago has been drawn. Valuable suggestions are given to the teacher for the study of the play and an exhaustive bibliography for those who wish to make an extensive study of this master work.

*Kleine Geschichten*, edited by Dr. Wilhelm Bernhardt (Heath & Co.), is a small book with notes and a vocabulary as complete as only a competent master of German instruction could make them for pupils not far advanced in the language. Not more than four short stories are given, but the choice does much credit to Mr. Bernhardt's judgment. They were written by Volkmann (Leander), Ertl, and Baumbach, three highly appreciated contemporary authors of Germany, whose biographies are added. The frontispiece is a picture of the genial face of Volkmann, and a beautiful copy of the familiar painting by Raphael, "The Sistine Madonna," adorns the book on the page where a full description and history of this masterwork is given. J. SULZBACHE.

Mary Wood-Allen, M. D., has taken an old metaphor in which the body is likened to a house and worked it out in detail in an original way in her book entitled *The Marvels of our Bodily Dwelling*. It is, of course, intended primarily for beginners of the study of physiology and is written in a sprightly style that will attract them. She has guarded constantly against allowing the allegory to warp the facts. Her titles to chapters are taking; even adult readers are curious to know how she will treat such subjects as the plumbing, the thatch, the general office, the kitchen, the special watchman, etc. She has used an extensive scientific knowledge and a bright imagination to produce one of the most readable little books on physiology we have ever seen. There are many illustrations. (The Wood-Allen Publishing Co., Ann Arbor, Mich.)

Belonging to that series of elegant, though cheap editions of small German books for school use, published by the American Book Co., is *Hoher als die Kirche*, one of the noteworthy books of Wilhelmine von Hillern. It is, like most of the novels which nowadays the German people like to read, a story of true love going along with historical events. The epoch in which the story is placed is the beginning of the sixteenth century, under Emperor Maximilian I. The scene passes near one of the battle-grounds where the new German Empire originated under Emperor William I. Mr. F. A. Dauer has furnished this edition with special footnotes and a very fine vocabulary, idioms and historical facts being well explained. J. SULZBACHE.

The birthday of an author seems to be the fitting time for calling special attention to his life and writings. Recognizing this fact, Alice M. Kellogg has prepared exercises for seven authors whose works have helped to glorify our English tongue—Longfellow, Bryant, Hawthorne, Holmes, Shakespeare, Burns, and Dickens. Under each of these authors are several programs (twenty-five in all) for exercises in school, all of which have been very carefully compiled. The first program under each author is given in detail for the benefit of teachers who may have little time for original work or opportunities for consulting libraries. Compositions, recitations, extracts from the author's writings, and songs enable a large number of pupils to take part. The programs are for primary, grammar, and high school grades. The author of this little work has been an enthusiastic student of literature for years; she has studied the needs of teachers and pupils and furnished a large quantity of material that will be available whether the programs as given are followed exactly or not. The book should be in great demand. (E. L. Kellogg & Co., New York and Chicago. 25 cents.)

#### Tide of Travel to Mountains of Western North Carolina.

The tide of travel is headed for the glorious mountains of Western North Carolina (Asheville and Hot Springs), "the Saratoga of the South." Thousands are visiting these attractive resorts for pleasure and health. So famous has this region become among the tourists and pleasure seekers that at this season of the year the Vestibuled Limited trains of the Southern Railway, "Piedmont Air Line," are going crowded with those going to a region where every breath is one of health and joy. The scenery around Asheville is most charming. The most magnificent panorama of mountain views is spread before the vision. The scenes change with the hours: for the rosy lights of morning, the glare of noonday and the deepening shadow of the evening, gives each in their turn a new and varied charm to view. A visit to Asheville is a "brace up; this is not generally understood. It is the influence of altitude on vitality. The Southern Railway reaches these resorts with magnificent equipped trains, leaving New York daily at 4.30 P. M., with through Pullman Car Service, and, as the trip is made within 22 hours, is in easy access to those who desire to go and spend a few days of rest and recreation.

New York Office Southern Railway, 271 Broadway.

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## New Books.

*From Dreamland Sent* is a volume of poems, decidedly of a religious and sentimental cast, by Lillian Whiting. The poems are all short and some of them are of a high degree of merit, particularly "Her Bridal Eve," "An Autumn Retrospect," "A Dream of Spring," "Lillian Adelaide Neilson," and others. Among the poems is a very pretty translation of Uhland's "Three Horsemen." The book is handsomely bound in cloth and has a tasteful cover design. (Roberts Brothers, Boston.)

*English Pastorals* is a volume selected and arranged, with an introduction, by Edmund K. Chambers. It is included in a series each of which will take up some special development of the literature of our language. The period covered is that from Robert Henryson (1425-1480) to George Darley (1795-1846). Among the poets pretty well known at the present day who are included in this long line of pastoral writers are the earl of Surrey, Sir Philip Sidney, Christopher Marlowe, Sir Walter Raleigh, John Fletcher, Ben Jonson, Robert Herrick, and Andrew Marvel; besides there are extracts from Spenser, Shakespeare, Milton, Dryden, and Pope. There are, moreover, many poems of merit by almost forgotten writers. In looking over the pages of such a volume one cannot help but wonder at the wealth of English literature and also at the great amount of good verse that is forgotten or neglected at the present day. The truth is that in regard to pastoral poetry our taste has changed, the old-style pastoral is no more. The genuine lover of poetry, however, will find much in this volume to enjoy. The introduction traces with accuracy and at considerable length the rise and growth of pastoral poetry. (Imported by Charles Scribner's Sons, New York. \$1.50.)

In Cassell's Union Square library has been issued *A Daughter of the South and Shorter Stories*, by Mrs. Burton Harrison. The first is a brightly and vividly written tale of a young lady who was one of the unfortunates of the war, but who came to the front afterward through native talent. The other stories in the book are specimens of Mrs. Harrison's brilliant and always engaging style. (The Cassell Publishing Co., 31 East 17th street, N. Y.)

One may have the best works of reference at hand and still be unable to get out of them what is needed, through want of experience in looking up subjects. The necessary help in consulting one famous work is given by James Baldwin, Ph. D., in his *Guide to Systematic Readings in the Encyclopedia Britannica*. As the author truthfully says, this work is one of reference and more—it is a great educational agent. It is a collection of all biographies, all arts, all literatures, and all scientific, professional, and mechanical knowledge. Each reader can get what he needs from it better if he has a guide. The guide, in its three divisions, is designed to help the youth, the student, and the busy man of the world. Under the first are given home readings in history, biography, science, and pastimes; under the second, readings in history, literature, language, philosophy, biblical lore, etc.; and under the third, readings for the manufacturer, merchant, banker, teacher, lawyer, artist, soldier, seaman, and others. It will go a long way toward discouraging that desultory reading that all educators deplore, and of forming systematic habits of reading. (The Werner Co., Chicago and New York.)

The Nickel Plate Road, as the Low Rate Line, in connection with the Best Service, receives the enthusiastic support and praise of all Delegations, Conventions, and Assemblies.

## Interesting Notes.

The full title of Mr. Gilbert Parker's new romance is *The Seats of the Mighty*. For the time of his story, which is to be published by D. Appleton & Co., Mr. Parker has chosen the most absorbing period of the romantic eighteenth-century history of Quebec. The curtain rises soon after General Braddock's defeat in Virginia, and the hero, a prisoner in Quebec, curiously entangled in the intrigues of La Pompadour, becomes a part of a strange history, full of adventure and the stress of peril, which culminates only after Wolfe's victory over Montcalm. The illustrations preserve the atmosphere of the text, for they present the famous buildings, gates, and battle grounds as they appeared at the time of the hero's imprisonment in Quebec.

Louis Becke is, in fiction, the lineal successor of Henry Melville. His tales are shorter and sharper than Melville's, but they are as full of compressed passion and of the langorous beauty of the South Seas. His last book, *The Ebbing of the Tide*, is announced for immediate publication by the Lippincotts.

*The Non-Hereditary of Inebriety*, by Leslie E. Keeley, M. D., LL. D., is the title of a timely volume now in the press of S. C. Griggs & Co. The author endeavors to show that inebriety is a disease, and that it, as well as other diseases, is not hereditary. The work is said to differ from others on inebriety in its application of the doctrines of the variation of species and natural selection to cell life, thus showing the causes and nature of disease, its modern scientific treatment, and the philosophy of immunity to disease in general, and inebriety in particular—all in language within the comprehension of the general reader.

The investigations of the past twenty years have developed a new department in chemistry called Stereo-Chemistry, which concerns itself with the space relations of atoms, the interpretation of structural formulas, etc. Charlotte E. Roberts, Ph. D., professor of chemistry in Wellesley college, under the title of *Stereo-Chemistry*, presents in a somewhat elementary and compact form the most important principles and results, with an account of Von Baeyer's work, and a chapter upon the light thrown on theoretical problems by stereo-chemistry. The book will appear in May. D. C. Heath & Co., Boston, are the publishers.

G. P. Putnam's Sons announce that they will include in their series of the "Writings of the Fathers of the Republic," *The Works of James Monroe*, edited by S. M. Hamilton, for a number of years, in charge in the state department in Washington of the series of manuscripts in the National Historical collection. There have already been issued in this series the writings of Hamilton, Franklin, Washington, Jay, George Mason, Thomas Paine, Thomas Jefferson, and Rufus King.

*The Rule of the Turk* (Putnam's) is a new and enlarged edition of "The Armenian Crisis," by Frederick D. Greene. In the new volume, the author has brought the facts down to date, and has added a large amount of new material descriptive of life in Armenia, together with a fuller discussion of the Eastern question in general in its national aspects.



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In *Stephen: A Soldier of the Cross*, Florence M. Kingsley presents, in the form of a historical novel, the life of the early church to the beginning of the ministry of Paul. The book is dramatic in style and presents a graphic picture of that time. It is issued by Henry Altemus, Philadelphia.

Rudyard Kipling pronounced Robert Barr's story, *In the Midst of Alarms*, "one of the most American books I have ever read." Its sales have been large in England and her colonies, as well as in America.

Captain Charles King, U. S. A., is the romancer of the Regular Army, and of Western military life. A new story by him is always sure of a good reception by the reading public. *Bugler Fred* is a story of frontier military experience issued in Neely's Prismatic Library, at 75 cents, with many full-page illustrations.

About a year ago, the Funk & Wagnalls Company of New York, issued a dollar book, entitled, *Five Minute Object Lessons to Children*. In its preparation the author, Sylvanus Stall, D. D., only had in mind its use by pastors, but mothers, missionaries, and teachers in such large numbers found the volume valuable for use in the nursery and school-room, that several large editions have followed each other in quick succession. A second series has been called for, and the new volume, entitled, *Talks to the King's Children* is soon to be issued from the bindery.

Ginn & Co. will have ready this spring *A Guide to the Study of American History*, by Edward Channing, Ph. D., and Albert Bushnell Hart, Ph. D., assistant professors of history in Harvard university. This work is the result of the experience of the authors in conducting courses in American history in Harvard university.

*Tom Grogan*, the new novel by F. Hopkinson Smith, the author of "Colonel Carter of Cartersville," strikes a deeper note than that charming story. It deals with more dramatic situations, most of which are peculiar to our own day; and the characters are portrayed with a firmer hand. Tom Grogan, a woman contractor, is a strong and striking figure. The labor question is a leading motive, presented with graphic force in the dramatic development of the story. It is issued from the Riverside press of Houghton, Mifflin & Co.

Charles H. Kerr & Company will publish early in April a remarkable book entitled *The Mercantile Agencies Against Commerce*, by William Y. Chinn, a lawyer of Dallas, Tex. Mr. Chinn holds that the mercantile agencies, claiming irresponsibility for what they do, have usurped functions belonging naturally to the commercial traveler, and have imposed a heavy tax on the business men of the country with no corresponding benefit.

The Century Co. have several books in preparation for early issue. *The Puppet Booth*, twelve plays by Henry B. Fuller, the author of "With the Procession," is said to be powerful and striking; "The White Pine," by Gifford Pinchot and Henry S. Graves, is the first systematic study of any American tree. An international novel by Molly Elliot Seawell, *A Strange, Sad Comedy*, is also on the Century Co.'s list for early publication, and *Notes of the Night*, a group of essays and sketches by Charles C. Abbott, the author of "A Naturalist's Rambles about Home."

The twenty-seventh bound volume of *The Critic* for July-Dec. 1895, completing the paper's fifteenth year, reviews, 827 books, American, English, and foreign, the total for 1895 being 1783, which would seem to cover the field pretty thoroughly.

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The British magazines and reviews contain a great deal of interesting and instructive matter of which no reader can afford to be ignorant. It is the mission of *Littell's Living Age* to select the very best of all this literature and serve it fresh to its readers every week. A single year's issues aggregate 3328 double-column pages, forming four octavo volumes of 824 pages each—more than double that of the most pretentious monthly, and its quality is as good as its quantity is abundant.

May 4, will be the 100th anniversary of the birth of Horace Mann, and the schools of the land will celebrate that event. A. E. Winship, editor of the *Journal of Education*, has in press a book on "Horace Mann, the Educator." It is issued by the New England Publishing Co., Boston.

D. C. Heath & Co., Boston, have in press for immediate issue in "Heath's Modern Language Series," Augier's *Le Gendre de M. Poirier*, edited with introduction and notes by Professor B. W. Wells of the University of the South.

The vast but little-known peninsula of Labrador is the subject of *Vikings of Today*, soon to be issued by the Fleming H. Revell Company. The author, Dr. W. T. Grenfell, has been, from its foundation, in charge of the Medical Mission to the Fishermen of Labrador. In this book he writes briefly of the country, its resources, etc.; and of its inhabitants, whose manner of life is best described by a local epigram, "A short feast and a long famine." The work is very freely illustrated from photographs by the author.

*A Narrative History of the United States*, by T. Hunter, is published by the American Book Co. In a recent issue of *THE JOURNAL* it was inadvertently credited to another firm.

In the April number of that instructive and always readable magazine, *Progress of the World*, Nikola Tesla, the brilliant electrician, announces that he will be able to transmit electric force from Niagara to Paris, without any other conducting medium than the earth itself. The recent observation of the planet Mars, made by Prof. Lowell, suggesting evidences of human engineering skill far in advance of our own, are entertainingly described with good photographs of the planet.

## Interesting Notes.

An unusual spell of warm weather during the early part of this month hatched out millions of grasshoppers, prematurely, in Oregon. Then came along an unusual cold snap which killed practically every one of the insects.

The special Easter number of *Our Companion*, a magazine published by and for the children of the Cincinnati house of refuge, is finely and appropriately illustrated and filled with readable and instructive matter. The principal article is an Easter service in prose and verse with several colored pictures that will be greatly admired. There is another illustrated article about Niagara Falls, and still another one in regard to the Roentgen rays. It is a well printed and well edited magazine.

Forty thousand acres of virgin forest in northern Idaho will soon be turned over to the axemen of a big lumber syndicate. It is expected this area will yield more than 400,000,000 feet of white and yellow pine, red and white fir, cedar, and tamarack.

The Franklin Mills fine flour of the entire wheat is made by a process that retains all the elements of the grain. When it is stated that in many kinds of flour the most nutritive elements of the grain are not found, the value of this flour will be apparent. It is made by the Franklin Mills, Lockport, N. Y., and is sold by all grocers.

An effort is being made to secure the removal of the remains of Mollie Pitcher from Carlisle, Pa., to Gettysburg, where a monument is to be erected to her memory. The Philadelphia branch of the Daughters of the American Revolution are trying to persuade the Carlisle people to consent to the removal. The probabilities seem to be against them.

No matter what wheel you ride when you go on the road you will hear of the Crescent everywhere, for it is one of the standard wheels. Crescents of all kinds may be had for racing, for every-day use for young and old. It is a very popular wheel. All purchases, are invited, before buying to inspect the Crescent. It is made by the Western Wheel Works, whose factory is in Chicago and the Eastern office at 36 Warren street, N. Y.

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When Wilkes Booth was shot to death by Sergeant Boston Corbett he was in a burning barn attached to the Garrett farmhouse, near Bowling Green, Virginia. The last person who talked to him before the shot was fired was Jack Garrett, a young son of the owner of the place. When the soldiers arrived Garrett talked with Booth through the cracks of the burning barn. Mr. Garrett is now living near his old home, and he has given his account of the last days of Booth. The story was taken down from his lips by Victor Louis Mason, who contributes an article on "The Four Lincoln Conspiracies" to the April *Century*. Mr. Mason also interviewed John H. Surratt, whose wife was hanged, and who narrowly escaped the scaffold himself. The author traveled over the entire course of the flight of the assassins, and in every possible case secured information from those now living who were in any way connected with the conspiracy.

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The queer little Italian republic of San Marino, with its 33 square miles of territory and its population of 6,000, lies up in the eastern spurs of the Appennine mountains. It is governed by a grand council of 60, who are elected for life, and two presidents, one of whom is appointed by the council, the other elected by the people. The little republic has an army of 950 men, who are employed only as policemen. San Marino is the only country in the world that prohibits the introduction of the printing press. The city of San Marino, with a population of 1700, is one of the queerest old towns in the world. It has undergone no change in 500 years. This republic began in 1631. A little bit larger than San Marino in population, but six times as large in area, is the republic of Andorra. It lies in a valley of the eastern Pyrenees between France and Spain. It became a free state in 819. It is governed by a sovereign council of 24 members, elected by the people, and a syndic, or president, chosen for life by the council. It has an army of 1,100 men, and one big gun planted in the center of the republic. This gun carries a ball twenty miles, and Europe trembles at the thought of its being fired. In Andorra, the capital, is the palace—a stone building several hundred years old. Here the councilmen meet. The ground-floor is the stable where their horses are kept and fed by their masters themselves.—*Harper's Round Table.*

### "X Rays" Before Dinner.

Before the Princeton club sat down to dinner at the Hotel Brunswick in New York recently its members saw the Röntgen rays penetrate the left hand of President Hugh L. Cole, and go through an aluminum box containing a coin that Mr. Job Hedges had surreptitiously slipped between the lids. Prof. William F. Magie, of Princeton, superintended the experiments, and, incidentally, told all he knew about the mysterious rays. While the rays, streaming from a vacuum glass tube, were shining down on Mr. Cole's hand, resting on a photographic plate, and trying to reveal the denomination of Mr. Hedges's coin in the box on another plate, Prof. Magie showed with a stereopticon plate on which the interior bony structure of hands, feet, and arms had been photographed. In the shadow picture of a goldfish there were two white globular spots.

"These," said the professor, "are the

fish's swimming bladders. That is about the way the interior of the skull would look if we should try to photograph it with the Röntgen rays. You might as well try to photograph the inside of a pumpkin."

The professor said that his medical friends might have cause to regret the invention of the new photography, as they might be confronted by some of his lucky legal friends with pictures of improperly set bones to show to the jury in suits for malpractice. The lawyers laughed.

The rays made a picture of the bones in Mr. Cole's hand in fifteen minutes. Mr. Cole, who has taken the faces of many well-known people for the gallery in Mulberry street, developed the plates, and they were shown on the screen. Mr. Cole's ring, gleaming white as ivory, concealed the part of the bone it encircled.

### The Leap in the Leap Years.

A correspondent of the New York *Sun* says: "The occasional addition of a day to this month in what are called leap years, and the interruption of the regular recurrence of this addition, are alike alive to the circumstance that the year (the period of the earth's revolution round the sun (say from equinox to equinox) does not consist of an exact number of days. The calendar as reformed by Julius Caesar nearly 19½ centuries ago made the year consist of 365½ days, the odd six hours being gathered up, so to say, at the end of every four years, and then added as a day to February. But the actual length of the year is 365 days, 5 hours, 48 minutes, and about 46 seconds, and the year of the Julian calendar was thus nearly 11¼ minutes too long—an error amounting to a day in about 128 years.

"In the year 325 the Council of Nice determined the date of Easter as the Sunday on or coming next after the 21st of March, the time of the spring equinox. But as time went on the error of 11¼ minutes was throwing the equinox, as determined by astronomers, gradually back, till by the sixteenth century it came to the 11th of March. This led to a reform under the direction of Pope Gregory XIII., resulting in what has been named from him the Gregorian calendar; that now in universal use except in Russia. To bring the astronomical and ecclesiastical modes of reckoning time into approximate agreement, it was determined, as the discrepancy amounted to a very little more than three days in 400 years, to drop three of the leap year additional days in four centuries; and, naturally, the years selected were what may be called the century or two-cipher years. Gregory accordingly gave orders, by a decree issued in 1582, that February should have 29 days in the years 1600, 2000, 2400, etc., but only 28 in the intermediate years. Thus it happens that 1800 was not a leap year, and 1900 will not be. The year is still some twenty-six seconds too long, after this adjustment, but, as that does not amount to quite a day in 3,300 years, it does not greatly concern us.

"Pope Gregory further decreed, in order to bring the equinox back to March 21, that the day following Oct. 4, 1582, should be Oct. 15; and by an act of the British Parliament, the day following, Sept. 2, 1752, was declared to be Sept. 14. This is what is known as the change from "Old Style" to "New Style."

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